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ABSTRACT

This publication examines data reported annually by South Carolina's public institutions of higher education as part of institutional effectiveness reporting. Data are displayed on the 33 public institutions of higher education within groupings of institutions. The 11 sections highlight various aspects of higher education: (1) "Mission Focus" (review of programs curricula offered at institutions, and institutional mission statements); (2) "Quality of Faculty" (academic and other credentials and faculty compensation by sector); (3) "Classroom Quality" (e.g., courses taught by full- and part-time faculty and graduate assistants and accreditation of degree granting programs); (4) "Institutional Cooperation and Collaboration"; (5) "Administrative Efficiency" (administrative and academic expenditures); (6) "Entrance Requirements" (e.g., qualifications of entering freshmen and admission standards); (7) "Graduates' Achievements" (e.g., performance funding graduation rate and student performance on professional examinations); (8) "User-Friendliness of the Institution" (e.g., enrollment by race and accessibility to the institution); (9) "Research Funding" (e.g., student involvement in research and financial support for teacher education); (10) "Campus-Based Assessment" (2002 summary reports on institutional Web sites); and (11) "Institutional Performance Rating Process" (institutional ratings for 1999-2000 performance year). (SM)

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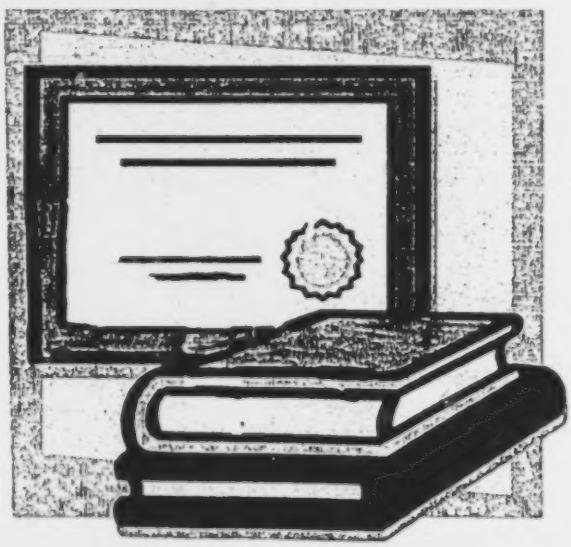
South Carolina Commission on Higher Education

A Closer Look at Public Higher Education in South Carolina

Institutional Effectiveness, Accountability, and Performance

January 2003



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Rayburn Barton
Executive Director

January 14, 2003

Dear Respected Officials and Fellow Higher Education Colleagues:

In compliance with Section 59-101-350 of the South Carolina Code of Laws, 1976, as amended, I respectfully submit the following report to the members of the General Assembly.

"A Closer Look at Public Higher Education in South Carolina: Institutional Effectiveness, Accountability, and Performance" provides a comprehensive approach in viewing the public higher education system in South Carolina. As the state continues to focus on educational accountability, we are pleased to provide you with information about our successes as well as areas for improvement.

As part of this "Closer Look", the Commission on Higher Education renews its primary goal of supporting and coordinating efforts to meet the educational and workforce demands of the people of South Carolina. We welcome your support.

Sincerely,

Rayburn Barton
Executive Director

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A Closer Look at Public Higher Education in South Carolina

Institutional Effectiveness, Accountability, and Performance

A Publication of the

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Division of Planning, Assessment, and Performance Funding

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Acknowledgement

The South Carolina Commission on Higher Education extends its sincere gratitude to the institutional representatives who played an integral role in the publication of this report

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INTRODUCTION

The following publication provides a closer look at data reported annually by South Carolina's public institutions of higher education as part of institutional effectiveness reporting and as part of the process of performance funding. Prior to last year, this document was entitled "Minding Our P's and Q's: Indications of Productivity and Quality in South Carolina Public Colleges and Universities." In January 2000, the South Carolina Commission on Higher Education (CHE) substantially revised this publication in efforts to provide a source guide integrating data reported by the state's public colleges and universities in fulfillment of legislative requirements (see page ii).

The CHE integrated institutional effectiveness data reporting with performance data measured pursuant to Section 59-103-30 and Section 59-103-45 of the South Carolina Code of Laws, 1976, as amended, to determine institutional funding levels. Data related to the funding process reflect the 1999-00 performance year, which resulted in ratings given to institutions in Spring 2000 for the purpose of determining the allocation of FY 2000-01 state appropriations. Historical performance data are displayed if available. Detailed information related to the performance funding process in South Carolina is available on the CHE's website at http://www.che400.state.sc.us.

Throughout this publication, data are displayed on the 33 public institutions of higher education within groupings of institutions or sectors that have common missions as identified in Act 359 of 1996. However, due to the uniqueness in mission of each individual institution, the reader is cautioned against drawing conclusions and making comparisons solely based on the figures and tables found in this report.

The CHE approved the format of this document at its meeting on January 10, for submission to the South Carolina General Assembly before January 15, 2001, as required by statute.

What will you find in this report?

Eleven sections highlight various aspects of higher education. Notations in the "Table of Contents" clearly identify components of this publication that are part of reporting requirements of Section 59-101-350, or what has become commonly referred to as "Act 255" data. Where appropriate, comments in the text explain how these required data elements are utilized as part of annual performance funding measurements.

Sections 1 - 9 reflect the nine "critical success factors" identified by the General Assembly for South Carolina's public colleges and universities (Section 59-103-30). Data from both institutional effectiveness and performance funding reporting are combined in these sections. Often the data is presented by type of institution or sector, as identified in the legislation. The four sectors of institutions as defined in legislation are:

Research Universities,
Four-Year Colleges and Universities,
Two-Year Institutions-Branches of the University of South Carolina, and
State Technical and Comprehensive Education System.

The CHE maintains historical data on institutions and when appropriate, three years of data are presented for comparison.

Section 10, "Campus-Based Assessment," includes a summary of other institutional effectiveness reporting and the web addresses where detailed institutional reports are located.

Section 11 contains each institution's performance ratings as approved by the CHE on June 7, 2001. These ratings affected the allocation of state appropriations for the 2001-2002 fiscal year.

Institutional Effectiveness Reporting

Pursuant to Section 59-101-350 of the South Carolina Code of Laws, 1976, as amended, the CHE is required to report specific higher education data "in a readable format so as to easily compare with peer institutions in South Carolina." This report must be submitted to the Governor and the General Assembly prior to January 15th of each year. In the past, these reports have appeared in one section of this publication. As stated earlier, however, this information is now included throughout the publication and integrated with performance funding measures when applicable.

During the 2001 session, the legislature added one new reporting requirement for four-year institutions, and a requirement was amended for both the two-year and four-year institutions. The information regarding institutional effectiveness that is required by Section 59-101-350 is found below, with the new sections underlined:

Four-Year Institutions

- The number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;
- The number and percentage of undergraduate and graduate students who completed their degree program;
- The percent of lower division instructional courses taught by full-time faculty, part-time faculty, and graduate assistants;
- The percent and number of students enrolled in remedial courses and the number of students exiting remedial courses and successfully completing entry-level curriculum courses;
- The percent of graduate and upper division undergraduate students participating in sponsored research programs;
- Placement data on graduates;
- The percent change in the enrollment rate of students from minority groups and the change in the total number of minority students enrolled over the past five years;
- The percent of graduate students who received undergraduate degrees at the institution, within the State, within the United States, and from other nations;
- The number of full-time students who have transferred from a two-year, post-secondary institution and the number of full-time students who have transferred to two-year, post-secondary institutions;
- Student scores on professional examinations with detailed information on state and national means, passing scores, and pass rates, as available, and with information on such scores over time, and the number of students taking each exam;

- Assessment information for the institution's Title II of the Federal Higher Education Act of 1998 report that collects and analyzes data on applicant qualifications and the performance of the candidates and graduates;
- Appropriate information relating to each institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce;
- Any information required by the commission in order for it to measure and determine the institution's standard of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30.

Two-Year Institutions

- The number and percentage of accredited programs and the number and percentage of programs eligible for accreditation;
- The number and percentage of undergraduate students who completed their degree program;
- The percent of courses taught by full-time faculty members, part-time faculty, and graduate assistants;
- Placement rate on graduates;
- The percent change in the enrollment rate of students from minority groups, the number of minority students enrolled and the change in the total number of minority students enrolled over the past five years;
- The number of students who have transferred into a four-year, post-secondary institution and the number of students who have transferred from four-year, post-secondary institutions;
- Appropriate information relating to the institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce;
- Any information required by the commission in order for it to measure and determine the institution's standard of achievement in regard to the performance indicators for quality academic success enumerated in Section 59-103-30.

South Carolina's Performance Funding System for Higher Education

Act 359 of 1996, commonly referred to as the "Performance Funding Legislation," dramatically changed the responsibilities of the South Carolina Commission on Higher Education (CHE) concerning how public institutions of higher education are funded. The legislation required that the CHE allocate state appropriations to South Carolina's public institutions of higher education based on their performance in nine areas or "critical success factors." The General Assembly identified several performance indicators that could be used, if applicable to a particular type of institution, in assessing institutions' successes in achieving performance in each of the areas. In all, 37 performance indicators spread across the nine critical success factors are specified. The CHE was assigned the responsibility of developing and implementing a system for basing funding on institutional performance and for defining how each of the specified indicators would be measured. The General Assembly provided for a 3-year phase-in period for implementing a system to provide 100% of available state funding on institutional performance.

In compliance with its legislative mandate, the CHE, in cooperation with South Carolina's higher education institutions and other stakeholders in the state's public higher education system, developed a system for determining institutions' funding based on performance across the nine critical success factors using the 37 performance indicators as applicable. For the last (1999-00) and current (2000-01) fiscal years, the CHE has determined institutions' appropriations based on their performance. During the preceding fiscal years, in fulfillment of phase-in provisions of Act 359, the CHE based only a portion of institutions' appropriations on institutional performance on select indicators. Fourteen of the 37 indicators were used in determining a portion of institutions' funds for FY 1997-98, and 22 of the 37 were used for FY 1998-99.

The system for determining funding has two major components: 1) a determination of financial needs for the institution and 2) a process for rating the institution based on performance across the indicators.

The first component, the determination of need (Mission Resource Requirement), identifies the total amount of money an institution should receive based on nationally and regionally comparable costs for institutions of similar mission, size and complexity of programs and by the prior year's level of appropriation.

The second component, the performance rating, is determined by assessing whether or not the institution meets, exceeds, or falls short of standards for each indicator. Standards are set either for the individual institution or for institutions within the same sector and are approved annually by the CHE. Each year, the institution is rated on its success in meeting the standards on each of the indicators. These ratings are totaled and expressed as an average score for the institution. Higher scoring institutions with receive a proportionally greater share of available state funding.

The CHE is in its seventh year of implementation and is continually working to refine and improve the performance measurement of South Carolina's public higher education institutions. As might be expected, in the seven years since the passage of Act 359 of 1996, the CHE has made revisions and refinements to the overall system as well as to various measures as strengths and weaknesses have been identified. Details related to scoring and measurement of indicators have varied each year, making comparisons across performance rating years difficult.

Performance Year 6 (2001-2002) saw the most extensive changes to date in the measurement of the nine Critical Success Factors designated in Act 359. The changes, approved by the CHE in February, 2001, were based on three general experience-based lessons:

- There is a common core of critical indicators which is applicable to all sectors. Indicators in this core are measured every year for all institutions.
- There are indicators which are mission-specific to the different sectors defined by the Legislature. Sector specific measures have been defined for these indicators..
- Some indicators were either duplicate measures of similar data; measures of indicators that, once achieved, were unlikely to change on a year-to-year basis; or measures that would be more effective if they were combined.

This edition of "A Closer Look at Public Higher Education in South Carolina" reflects these changes in the performance funding measures.

In Section 11 of this report, the reader will find for each institution the ratings used in determining the allocation of the 2001-2002 state appropriations and information related to scoring institutional performance.

The CHE publishes a Performance Funding Workbook that outlines, in detail, all of the performance indicators, how they have been defined, and to whom they apply. The workbook is provided as a guide to be used by institutions. It is also useful to others interested in the performance funding system in South Carolina as it details the measurement and rating system in its entirety. The workbook is printed and distributed annually, incorporating any changes adopted by the Commission. For performance funding data presented here, and the workbook dated September 2000 (3rd Edition) and its Year 6 supplement applied and are available on the Commission's website at http://www.che400.state.sc.us/web/PF in SC.htm. Details on changes in the performance funding measures are found in the Year 6 Supplement.

Development of Standards

In Performance Year 5 (2000-01 to impact FY 2001-02 state allocations) the CHE approved for three years sector specific common standards that the CHE staff together with institutional representatives had developed. A range of acceptable performance was determined for each indicator. Institutions performing within the range earn a rating of "Achieves," equal to a numerical score of "2." Performance that is above the range earns a rating of "Exceeds," equal to a numerical score of "3," and performance below the range earns a rating of "Does Not Achieve," equal to a numerical score of "1." (Two indicators, 5D and 7F, reverse the direction.) The standards allow for a broad range of performance to achieve the standard and a demanding level of performance to exceed the standard. An institution's performance on an indicator in the range of "Does Not Achieve" or "Achieves" could receive an additional 0.5 performance point if its performance showed significant improvement over its past average performance, as approved by the CHE. The percentage improvement standard varies by indicator, reflecting the type of data being measured. In most cases, an institution must show either a 3% or 5% improvement of the average performance over the past three years.

The scoring standards are based, where possible, on peer data. When peer data is not available, standards have been based on the best available data, including national and state data. If directly comparable data were unavailable at the time standards were developed, estimated data based on sources that may not be directly comparable were considered. When applicable, figures and tables in this document state the standard necessary for an institution to receive a score of "Achieves."

Strategic Plan for Higher Education in South Carolina

In the spring of 2001, the Commission initiated the process of revising the South Carolina's strategic plan for public higher education. Through a series of meetings of the Planning Advisory Council, and with input from all areas of higher education, the Council of Presidents and the Commission, a plan was developed and refined. The plan was approved by the Commission on January 10, 2002. The text of the approved plan follows.

Vision

South Carolina's system of public and private higher education will address the needs of the state by

- Creating a well-educated citizenry,
- Raising the standard of living of South Carolinians,
- Improving the quality of life,
- Meeting changing work force needs,
- Creating economic development opportunities,
- Positioning the state to be competitive in a global economy, and
- Fashioning a new generation of public sector and private sector leaders.

Introduction

During the last decade, the state has made significant strides in improving the quality of and access to higher education. The technical colleges have earned a well-deserved reputation for the excellence of their technical and occupational programs and for their responsiveness to the needs of business. They have also positioned themselves to serve as an entry point into higher education for increasing numbers of students. The state's technical colleges and two-year regional campuses have provided greater access to a wide array of university programs at sites across the state. The four-year institutions have developed new programs and strengthened their academic offerings. The state's research universities have expanded their graduate and high technology offerings, increased their admission criteria, and garnered greater external support for research and technology.

Yet the growth in state support for higher education has been at best modest, straining public college and university resources. All of South Carolina's higher education institutions, both public and private, have struggled to achieve greater efficiencies and have shifted increasing percentages of their spending to support academic programs. As a result, they operate on lean administrative budgets that are well below national averages for per-student expenditures.

Even so, colleges and universities have had to raise tuition and fees, causing students and their parents to pay a higher price for higher education. Tuition charges for the state's public colleges and universities are consistently among the highest in the sixteen-state southeast region.

Help has come from the state in the form of dramatic increases in scholarship assistance for those students who qualify. Those who do not qualify, however, face a widening gap between costs and their ability to pay. The prospect of tuition assistance for students enrolled at two-year institutions can provide an avenue into higher education for many of these students but poses problems for the two-year institutions in meeting potential enrollment increases. Tuition covers only 25% of the operational cost per student. With projected enrollment increases of up to 20%, long-term funding for the two-year campuses must take the gap between tuition and costs into account.

Adding to the enrollment pressure is a projected increase in the number of high school graduates and an increase in the percentage of these graduates who will be prepared for college. More traditional and non-traditional students will expect to matriculate in the state's colleges and universities. This projected enrollment growth also increases the pressure for additional capital projects to accommodate the greater number of students.

Faced with greater demand for services and fewer state resources, the state's colleges and universities are finding it difficult to compete with the best institutions in other states. South Carolina's best college teachers are tempted to leave the state for higher paying positions in more supportive environments. The best researchers are attracted to research universities in other states that provide better equipment and facilities and greater opportunities to collaborate on cutting-edge projects.

Clearly, in South Carolina more state resources are needed for higher education. At the same time, state budget projections point to several years of belt-tightening, with possible reductions in allocations for state colleges and universities. Even after this period of budget adjustments, the state will face continued competing demands for limited resources. Social services, early childhood education, K-12 education, health care, prisons, roads, and other needs will crowd the legislative agenda. As a result, in South Carolina the prospects for adequate state funding for colleges and universities are not good.

In this environment of constricted resources and increasing demands, higher education in South Carolina finds itself at a crossroads. If the state is to compete nationally and globally, it must have a well-educated citizenry capable of working productively and sustaining and enjoying a higher quality of life. Yet, South Carolina is a small state and a comparatively poor one. If it is to provide high quality higher education opportunities, it has significant challenges to overcome.

Adversity can lead to positive outcomes. South Carolina can meet its challenges in higher education, but to do so it must marshal its resources and launch a concerted and collaborative effort to focus those resources strategically.

Policy makers need to establish priorities and work to have them funded. Institutions need to "work smart" to make up for what they lack in resources. The state must make smart choices for the future of its citizens.

In this environment, the following strategic plan sets forth the strategic directions for higher education in South Carolina.

Environmental Factors

As South Carolina moves resolutely through the first decade of the twenty-first century, it must be prepared to negotiate the following demographic and environmental realities that will affect higher education:

- South Carolina's population increased by 15.1% for 1990-2000, compared to the national percentage change of 13.2%, which will cause increased demands for access to higher education;

- The college-going rate for South Carolina high school graduates has increased from 51.9% in 1989 to 61.8% in 1999, adding to the increased population of college-bound students;

- Minorities represent only 26% of the population attending college in South Carolina, compared to 33% of the total population of the state, and receive less than 15% of the state scholarship dollars, underscoring disparities in college attendance rates and scholarship support;

- The state lottery is projected to cover the cost of tuition at the state's two-year colleges, providing opportunities for students but also straining campus resources;

- State funding for higher education has declined from 16.5% of the state's budget in 1990 to 15.3% in 2000, and shortfalls in revenue projections and competing demands for state resources make it likely this figure will decline further;

- Workforce shortages are increasing in such fields as information technology, manufacturing technology, nursing, and teaching, suggesting the need to target educational resources to meet workforce demands;

- While the state population will continue to increase, growth will be uneven, leaving predominantly rural areas of the state without the benefit of economic development and exacerbating the gap between local tax revenues and local needs for services; and,

- Despite economic gains, South Carolina (82.5%) ranks last among its neighboring states of North Carolina (91.1%), Virginia (104.4%), Georgia (95.8%), and Florida (97.3%) in percentage of national average per capita income.

These and other demographic and environmental factors make it clear that South Carolina must act promptly and strategically to strengthen key aspects of its higher education system.

Strategic Goals

To meet the challenges to higher education in South Carolina, the state's public and private colleges and universities and the Commission on Higher Education need to join forces to advance a common agenda. The needs of the state will not be met by fragmented or redundant efforts.

The following three strategic initiatives-to increase access to higher education, to develop a nationally competitive research agenda, and to create collaborative partnerships-provide common ground upon which the state's colleges and universities can address the state's needs.

1. Expand Educational Opportunities for South Carolina Citizens

As South Carolina takes steps to increase the number high school graduates who are prepared for college, the higher education community needs to develop strategies to accommodate an increased number of students. Particular emphasis should be placed on meeting the needs of traditionally under-served populations including first generation college students, minorities, students from low-income families, and adult learners. Students who have not traditionally thought of attending college should be encouraged to do so. All qualified students should feel empowered to enroll in college, to upgrade their skills and increase their knowledge, to progress from two-year colleges to four-year colleges and universities if they have the ability and desire, and to access continuing educational opportunities throughout their lives. The following goals are identified to provide increased educational opportunities for South Carolina's citizens:

A. Expand services and promote innovative approaches to reach traditionally underserved populations, including adult learners and minority students;

B. Promote development of distance education courses and programs and virtual library resources to reach students who may not be able to access traditional educational programs;

C. Increase need-based grants and other scholarship resources to provide increased opportunities for lower income students; and

D. Improve articulation of two-year and four-year programs to facilitate transfer of students and increase access to baccalaureate programs.

2. Invest in Research for Economic Development and a Better Quality of Life

A cornerstone of economic development is high-level, globally competitive research. Investments in cutting edge research in engineering, health sciences, physical sciences, information systems, environmental sciences, and similar fields yield dividends many times over. Top quality research activity attracts top caliber faculty, who in turn attract funded support from federal agencies such as the National Institutes of Health and the National Science Foundation as well as private research support from industries ranging from pharmaceuticals to software and e-business firms to state-of-the-art manufacturing. New and expanding industries locate in states where research is taking place, creating jobs and stimulating higher educational levels in the population. Much as the Research Triangle has stimulated economic development in North Carolina, so too can research investment in South Carolina spur greater economic growth and benefit the people of the state. Such development takes conscious planning and strategic implementation and should be reflected in the state's strategic plan for higher education.

It also takes a commitment to invest the state's resources in ways that will benefit the state exponentially in years to come. The following strategic goals are identified to strengthen the state's investment in higher education research for economic development and a better quality of life:

A. Create a state incentive system to encourage institutions to recruit nationally recognized faculty who can develop and/or strengthen graduate research programs.

B. Designate focus areas for research and graduate program excellence and provide funding incentives for them to attain national and international standing.

C. Support and develop research directed at the economic, social and educational infrastructure of the state drawing from shared data sources and collaborative efforts with other state agencies and private entities.

D. Create programs to strengthen the quality of teaching and learning as the foundation for the state's future scholars and researchers.

3. Increase Cooperation and Collaboration for Efficiency and Quality

At one time higher education might have taken place in an "ivory tower" divorced from other institutions and other concerns. That clearly is no longer the case. In an age of rapidly increasing needs for a more highly educated citizenry, and in an age, too, when there are strong competing demands for the state's resources and real limits on available state funding, it is incumbent on higher education to seek and to expand cooperative relationships. Greater cooperation and coordination between preK-12 education and higher education can lead to shared use of resources, more closely meshed educational planning, better trained teachers and administrators, more closely linked academic programs, better prepared students entering colleges, and the development of effective data bases to track student progress and assess the effectiveness of education in meeting the state's needs. Likewise, enhanced collaboration with business and industry can insure that economic development needs are met, that educational programs remain on the cutting edge of technological advances, and that education is grounded in real world experiences for students and faculty. Finally, increased cooperation among colleges, universities, state agencies, and non-profit entities can result in demonstrable efficiencies and increased quality. The following strategic goals provide an agenda of increased collaborative activity for higher education in South Carolina:

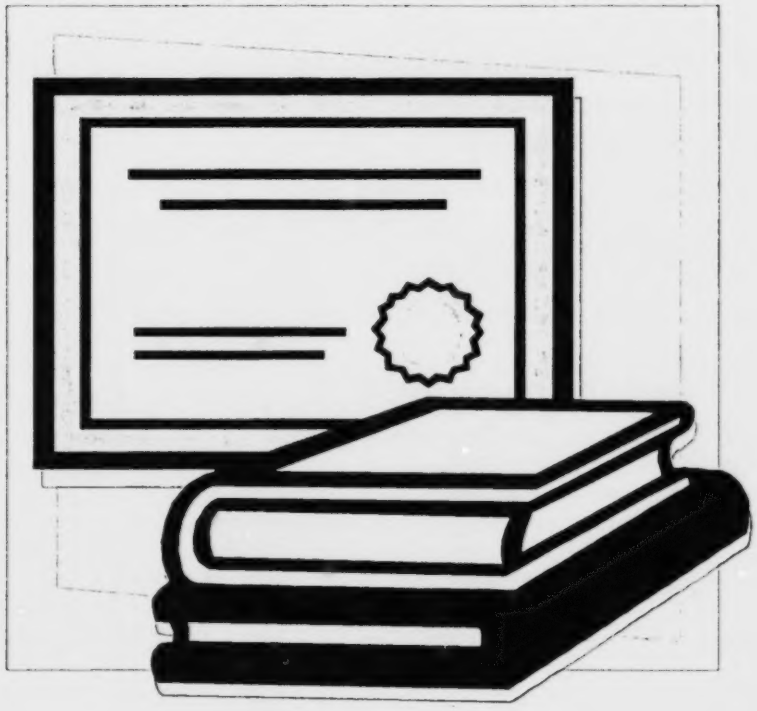
A. Develop collaborative programs with the business community, state agencies, and non-profit corporations to enhance economic development and the quality of life.

B. Increase both the use of and the technology for sharing data and systems among higher education institutions and with other state agencies and the private sector.

C. Form partnerships with school districts and state agencies to enhance the preparation and continuing training of teachers, the quality of education in the state's public schools, the preparation for school of the state's children, and the support available to students while they are in K-12 schools.

D. Collaborate with local communities and state and local governments to improve the training of health and social service professionals and the delivery of public health and welfare programs.

Section 1
Mission Focus



MISSION FOCUS

The first critical success factor listed in Act 359 of 1996 is "Mission Focus." The relevant performance funding indicators for this critical success factor are:

1B - Curricula Offered to Achieve Mission;
1C - Approval of Mission Statement;
1D/E - Adoption of a Strategic Plan to Support the Mission Statement; Attainment of Goals of the Strategic Plan.

The General Assembly in Act 359 of 1996 has determined the following missions for each sector:

Research institutions

- college-level baccalaureate education, master's, professional, and doctor of philosophy degrees which lead to continued education or employment;
- research through the use of government, corporate, nonprofit-organization grants, or state resources, or both;
- public service to the State and the local community;

Four-year colleges and universities

- college-level baccalaureate education and selected master's degrees which lead to employment or continued education, or both, except for doctoral degrees currently being offered;
- limited and specialized research;
- public service to the State and the local community;

Two-year institutions - branches of the University of South Carolina

- college-level pre-baccalaureate education necessary to confer associates' degrees which lead to continued education at a four-year or research institution;
- public service to the State and the local community;

State technical and comprehensive education system

- all post-secondary vocational, technical, and occupational diploma and associate degree programs leading directly to employment or maintenance of employment and associate degree programs which enable students to gain access to other post-secondary education;
- up-to-date and appropriate occupational and technical training for adults;
- special school programs that provide training for prospective employees for prospective and existing industry in order to enhance the economic development of South Carolina;
- public service to the State and the local community;
- continue to remain technical, vocational, or occupational colleges with a mission as stated above and primarily focused on technical education and the economic development of the State.

Review of Programs

The Commission on Higher Education (CHE), through its Division of Academic Affairs, has reviewed existing academic programs to ensure the quality and integrity of degree-granting programs in the public higher education sector. In its broadest context, program review serves as an instrument for gauging the health of the state's academic programs as well as a strategic planning device for determining the present and future needs of specific discipline areas (i.e. new program development)

throughout South Carolina. Program review was incorporated into performance funding for the first time during the 1999-00 performance year as part of Indicator 1B – Curricula Offered to Achieve Mission, which is detailed following the discussion regarding program review.

Program Review of Senior-Level Institutions

The CHE has placed programs at the senior institutions it reviews on eight-year cycles. The cycles were developed in consultation with the chief academic officers of the colleges and universities and are categorized using broad descriptors (i.e. English, Life Sciences, Physical Sciences, etc.). Measuring the success of academic programs has been a complex and multifaceted task. Consequently, the CHE has reviewed a broad range of source materials concerning each academic program under review. The CHE has drawn from qualitative as well as quantitative data so as to formulate a comprehensive picture of the health of individual programs. It then makes statewide determinations as to the quality of the discipline in South Carolina based largely on the cumulative evaluation of individual programs and on other relevant data.

The following table outlines the disciplines that have been reviewed for the senior institutions over the last 6 years. For a complete description of this process, see the CHE's "Guidelines for the Review of Existing Academic Programs" at: http://www.che400.state.sc.us/web/Adm/a4.htm

Table 1.1Source: CHE Academic Affairs Division

Programs Reviewed During the Academic Year as Part of CHE's Program Review Process, SC Public 4-Year Institutions

Academic Year	Classification	SC Public 4-Year Institutions with Programs in the Area Listed at Left
1995 - 96	Library Science	USC Columbia
	Physical Science	Clemson, USC Columbia, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
	Visual & Performing Arts	USC Columbia, College of Charleston, Francis Marion, Lander, SC State, Winthrop
1996 - 97	Architecture	Clemson
	Dentistry	MUSC
	Health Sciences	Clemson, USC Columbia, MUSC, Francis Marion[1], Lander[1], SC State, Winthrop[1]
1997-98	English	Clemson, USC Columbia, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
	Life Sciences	Clemson, USC Columbia, MUSC, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
1998-99	Teacher Education	Clemson, USC Columbia, The Citadel, Coastal Carolina, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
1999-00	Business	Clemson, USC Columbia, The Citadel, Coastal Carolina, College of Charleston, Francis Marion, Lander, SC State, USC Aiken, USC Spartanburg, Winthrop
	Foreign Languages	Clemson, USC Columbia, The Citadel, College of Charleston, Francis Marion, Lander, SC State, USC Spartanburg, Winthrop
	Home Economics	SC State, Winthrop
	Nursing	Clemson, USC Columbia, MUSC, Lander, SC State, USC Aiken, USC Spartanburg
2000-2001	Computer Science	Clemson, USC-Columbia, the Citadel, Coastal Carolina, College of Charleston, Francis Marion, Lander, SC State, USC-Spartanburg, Winthrop,
	Engineering and Engineering Tech	Clemson, USC-Columbia, The Citadel, Francis Marion, SC State

[1] Program reviewed has been incorporated into a program in the life sciences area subsequent to the review in 1996-97.

Program Review of the USC Regional Campuses and the Technical College System

This review begins with associate degree programs found in the University of South Carolina's regional campuses and then proceeds to the much larger and more varied set of associate degree programs offered in the State's 16 technical colleges. The procedures for this annual review require

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each program's productivity to be evaluated in terms of enrollment, number of graduates, and percent of graduates placed in a related job or continuing their studies full-time. The purpose is twofold: 1) to ensure that programs to be continued are responsive to employment trends and meet minimum standards; and 2) to identify programs which need to be strengthened.

Two-Year Institutions-Branches of USC

All of the 5 two-year regional campuses of USC offer the Associate of Arts/Associate of Science degree programs. Each of the AA/AS programs at these campuses is enrolling and graduating students in satisfactory numbers. Based on the CHE's "Annual Evaluation of Associate Degree Programs Report," FY 2000-2001, on average, the number of degree completers in these programs is satisfactory.

Of the two-year regional campuses of USC, only USC Lancaster offers applied two-year technical degrees. Additional programs at USC Lancaster include nursing (joint program with York Tech), criminal justice, and business. Since a merger of two under-performing business related programs at the campus in June 1995, the combined business program has met the criterion for "good" for both enrollments and graduation rates.

State Technical and Comprehensive Education System

This review is administered and reported to the CHE by the State Board for Technical and Comprehensive Education each year. All of the institutions' associate degree programs are rated and placed in a category, as shown below, based on enrollment, number of graduates, and percent of graduates placed in a related job or continuing their studies full-time. The following criteria apply:

1) Each program must produce at least 6 graduates during the evaluation year or an average of at least 6 graduates over the most recent 3-year period;
2) At the most recent Fall term, each program must enroll at least 16 students who generate 12 full-time equivalents; and
3) At least 50% of the graduates available for job placement must be placed in a job related to their education or continue their education on a full-time basis.

Programs that fail to meet the above criteria must be canceled, suspended, or put on probation unless their continuation is justified to the CHE.

Table 1.2 Program Status at Technical Colleges
Source: CHE Division of Academic Affairs Annual Evaluation of Associate Degree Programs, FY 2000-2001

Institution	Good			Good-Justified			Probation			Suspended			Canceled		
	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001
Aiken	10	8	10	2	2	2	4	4	2	-	-	1	-	-	-
Central Carolina	13	13	12	2	2	2	1	1	2	-	-	-	-	-	-
Denmark	7	8	8	1	1	1	1	-	-	-	-	-	-	-	-
Florence-Darlington	19	21	20	4	2	2	1	2	2	-	-	1	-	-	1
Greenville	19	27	28	3	2	2	8	4	3	1	1	1	1	1	-
Horry-Georgetown	17	15	16	2	2	2	1	1	-	-	2	3	-	1	-

Institution	Good			Good-Justified			Probation			Suspended			Canceled		
	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001	1999	2000	2001
Midlands	20	21	22	3	2	3	4	7	4	2	-	1	-	2	2
Northeastern	6	6	6	2	2	2	-	-	-	-	-	-	1	1	1
Orangeburg-Calhoun	13	12	14	2	2	2	4	3	1	1	2	-	1	2	4
Piedmont	17	17	17	3	3	3	-	-	-	-	-	-	1	1	-
Spartanburg	16	16	16	5	4	3	5	5	3	-	1	2	-	-	2
TCL	8	8	9	1	1	1	1	1	-	-	-	-	1	1	-
Tri-County	16	16	16	3	3	3	-	-	-	1	-	-	-	1	1
Trident	23	24	25	2	2	2	2	1	3	2	1	-	1	2	2
Williamsburg	2	3	2	1	1	1	1	-	1	-	-	-	-	-	-
York	15	15	14	3	3	3	-	-	1	-	-	-	2	2	1
Total	**221**	**230**	**235**	**39**	**34**	**34**	**33**	**29**	**22**	**7**	**7**	**9**	**8**	**14**	**14**

Curricula Offered at Institutions

Performance Funding Indicator 1B – Curricula Offered to Achieve Mission is based on the institution's approved mission statement and measures as the percentage of "degree programs" which:

1) are appropriate to the degree-level authorized for the institution by the CHE and Act 359 of 1996
2) support the institutions' goals, purpose, and objectives as defined in the approved mission statement; and
3) have received "full approval" in the most recent CHE review of that program.

The measure applies to 4-year institutions as a scored indicator. A percentage of programs meeting each criteria is determined and is scored against CHE approved numeric standards of achievement. For the past performance year, institutions with performance from 95% to 99%, or all but one program not meeting each criteria, earned a score of "Achieves" or "2."

Degree programs are those approved by the CHE as listed in the Inventory of Academic Programs as of March 4, 2002, for purposes of determining Year 6 Performance. To determine performance, degree programs are counted at the level of the degree designation (e.g., BA, BS, MA, PhD...). Degree programs offered at multiple sites by an institution are counted once. For example, if an institution offers a BS in "French" at its campus and another off-site location, the BS in French is counted as one program). An exception to this general rule is made when CHE program reviews are conducted at the "option-level" of a degree. In such cases, each option reviewed is counted. For example, if an institution offers a BA degree in Secondary Education with options in English, History and Social Studies and the areas were reviewed separately, then the three degree programs would be counted. However, if the Secondary Education degree program were reviewed as a whole, then it would count as one program. This exception applies mostly to date to teacher education programs.

Reviews since 1995-96 and the status of those reviews as of March 4, 2002, are considered. The results of past reviews updated to the current status based on actions taken by institutions and approved by CHE for addressing cases are included as well as the initial result of reviews completed since the last performance measurement. Reviews completed since the last measurement that are considered in determining performance include Nursing and Engineering/Engineering Technology in Year 6. Past program reviews include Business, Teacher Education, Family and Consumer Sciences,

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and Foreign Languages in Year 5 and Library Science, Physical Science, Visual and Performing Arts, Architecture, Dentistry and Health Sciences, English, and Life Sciences in Year 4.

Because program review for the two-year public institutions is quantitative rather than qualitative in nature, part 3 of indicator 1B does not apply to the regional campuses of USC or the technical colleges. For these institutions, performance on Indicator 1B is assessed by determining the percentage of programs offered by an institution meeting the first two criteria. Those at 100% earn compliance on this indicator.

The resulting numbers and percents shown in the following table (Table 1.4, next page) for Indicator 1B are based on the Inventory of Academic Programs and program review activity as of the year assessed. The Commission's Division of Academic Affairs is responsible for maintaining the inventory that details the programs offered by institutions.

Table 1.3 Curricula Offered to Achieve Mission

Source: Data compiled by CHE Division of Planning, Assessment and Performance Funding based on data from CHE Division of Academic Affairs Inventory of Programs and Annual Program Review

Curricula Offered to Achieve Mission, Summary of Indicator 1B
As assessed in Spring 2002 for ratings impacting FY 2002-03

(Program Review Activity as of March 4, 2002 for Programs Reviewed 1995-96 to 2000-2001)

	Percent of programs meeting all 3 Criteria	Total Programs	Criteria 1 # Programs Appropriate to the Degree Level Authorized by CHE and Act 359 of 1996	Criteria 2 # Programs that Support the Institution's Goals, Purpose, & Objectives as Approved in the Mission Statement	Criteria 3 # Receiving Full Approval in Most Recent CHE Review ( ) Indicates those receiving full approval of the number reviewed)
Research Universities					
Clemson	98%	196	196	196	192 (123 of 127)
USC Columbia	100%	330	330	330	330 (210 of 210)
MUSC	100%	44	44	44	44 (26 of 26)
Four-Year Colleges and Universities					
The Citadel	96%	45	45	45	32 (32 of 34)
Coastal Carolina	100%	38	38	38	38 (18 of 18)
College of Charleston	100%	128	128	128	128 (88 of 88)
Francis Marion	98%	54	55	55	54 (35 of 36)
Lander	100%	44	44	44	44 (24 of 24)
SC State	95%	86	91	91	86 (72 of 77)
USC Aiken	100%	28	28	28	28 (15 of 15)
USC Spartanburg	100%	46	46	46	46 (25 of 25)
Winthrop	100%	97	97	97	97 (67 of 67)
Regional Campuses of USC					
USC Beaufort	100%	2	2	2	N/A
USC Lancaster	100%	5	5	5	N/A
USC Salkehatchie	100%	2	2	2	N/A
USC Sumter	100%	2	2	2	N/A
USC Union	100%	2	2	2	N/A

Curricula Offered to Achieve Mission, Summary of Indicator 1B
As assessed in Spring 2002 for ratings impacting FY 2002-03

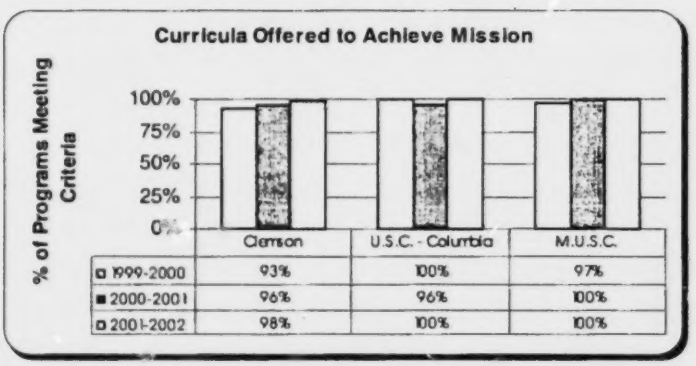
(Program Review Activity as of March 4, 2002 for Programs Reviewed 1995-96 to 2000-2001)

	Percent of programs meeting all 3 Criteria	Total Programs	Criteria 1 # Programs Appropriate to the Degree Level Authorized by CHE and Act 359 of 1996	Criteria 2 # Programs that Support the Institution's Goals, Purpose, & Objectives as Approved in the Mission Statement	Criteria 3 # Receiving Full Approval in Most Recent CHE Review ( ) indicates those receiving full approval of the number reviewed)
Technical Colleges					
Aiken	100%	18	18	18	N/A
Central Carolina	100%	17	17	17	N/A
Denmark	100%	11	11	11	N/A
Florence-Darlington	100%	26	26	26	N/A
Greenville	100%	35	35	35	N/A
Horry-Georgetown	100%	24	24	24	N/A
Midlands	100%	30	30	30	N/A
Northeastern	100%	10	10	10	N/A
Orangeburg-Calhoun	100%	25	25	25	N/A
Piedmont	100%	22	22	22	N/A
Spartanburg	100%	21	21	21	N/A
Tech Coll. of Lowcountry	100%	13	13	13	N/A
Tri-County	100%	22	22	22	N/A
Trident	100%	31	31	31	N/A
Williamsburg	100%	5	5	5	N/A
York	100%	20	20	20	N/A

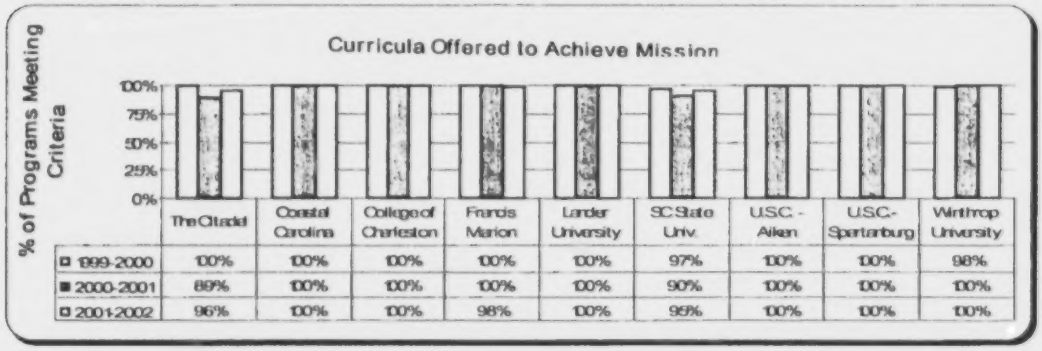
Figure 1.1 Performance Indicator 1B – Curricula Offered to Achieve Mission

Source: Data compiled by CHE Division of Planning, Assessment and Performance Funding based on data from CHE Division of Academic Affairs Inventory of Programs and Annual Program Review

Research Institutions – For Year 6 (2001 -2002) scores, a performance level of 95% - 99% or, if <95%, all but 1 meeting the criteria was required in order to score "Achieves."



Teaching Institutions – For Year 6 (2001 -2002) scores, a performance level of 95% - 99%, or if <95%, all but 1 meeting the criteria was required in order to score "Achieves."



Two-year Regional Branches of USC and Technical Colleges – Indicator 1B is a compliance indicator for these institutions. All scored in compliance in Year 6 (2000-2001).

Indicator 1C – Mission Statements

As part of the performance funding process, each institution submits its mission statement as required by **Performance Funding Indicator 1C – Approval of Mission Statement**. The statements are reviewed by the CHE on a five-year cycle with any changes in the interim considered annually. Each institution's mission statement, as approved by the Commission on Higher Education (CHE), can be accessed through the web pages listed below or through the CHE's web site at http://www.che400.state.sc.us.

Institutional Mission Statements

Research Institutions

Clemson University http://www.clemson.edu/welcome/quickly/mission/index.htm
University of South Carolina-
Columbia Campus http://kudzu.ipr.sc.edu/99fact/cmission99.htm
University System http://kudzu.ipr.sc.edu/99fact/umission99.htm
Medical University of
South Carolina http://www.edserv.musc.edu/musc_mission

Four-Year Colleges and Universities

The Citadel http://www.citadel.edu/planningandassessment/factbook/geninfo/mission.htm
Coastal Carolina University http://www.coastal.edu/services/effect/factbook/p97g_004.htm
College of Charleston http://www.cofc.edu/about/mission.html
Francis Marion University http://www.fmarion.edu/~instresearch/statemen1.htm
Lander University http://www.lander.edu/mission.html
South Carolina State University http://www.scsu.edu/welcome/mission.htm
USC-Aiken http://www.usca.sc.edu/aboutusca/mission.html
USC-Spartanburg http://www.uscs.edu/welcome/mission.html
Winthrop University http://www.winthrop.edu/president/mission.htm

Regional Campuses

USC-Beaufort	http://www.sc.edu/beaufort/facts/factcont.shtml
USC-Lancaster	http://www.sc.edu/lancaster/planning/Perfind99.htm
USC-Salkehatchie	http://www.sc.edu/bulletin/archives/2002-2003/Salkehatchie/The_Univ.html
USC-Sumter	http://www.uscsumter.edu/campus_services/admin/strategic.htm
USC-Union	http://www.sc.edu/union/inform/mission.htm.

State Technical and Comprehensive Education System

Aiken Tech	http://www.aik.tec.sc.us/thecollege-vision.htm
Central Carolina Tech	http://www.sum.tec.sc.us/about/mission.htm
Denmark Tech	http://dtc401.den.tec.sc.us:8000/mission.html
Florence-Darlington Tech	http://www.flo.tec.sc.us/geninfo/college_mission.htm
Greenville Tech	http://www.greenvilletech.com/About/mission_statement.html
Horry-Georgetown Tech	http://www.hor.tec.sc.us/gen/mission.htm
Midlands Tech	http://www.midlandstech.com/mission.htm
Northeastern Tech	http://199.4.247.41/GeneralInfo1.html#anchor275101
Orangeburg-Calhoun Tech	http://www.octech.org/about/aboutOCTC.html
Piedmont Tech	http://www.piedmont.tec.sc.us/geninfo/mission.htm
Spartanburg Tech	http://www.stcsc.edu
Technical College of the Low Country	http://www.tclonline.org/missionstmt.html
Tri-County Tech	http://www.tricounty.tec.sc.us/2.html
Trident Tech	http://www.tridenttech.edu/mission.html
Williamsburg Tech	http://www.williamsburgtech.com/mission.htm
York Tech	http://www.yorktech.com/catalog/college.htm#mission

Indicator 1D/E – Adoption of a Strategic Plan to Support the Mission Statement; Attainment of Goals of the Strategic Plan Performance Indicator.

This indicator is defined for each institution through the submission of individual goals by the institutions and their approval by the Commission. Each institution sets annual performance criteria for scoring purposes for the three-year goal. In October of 2001, the institutions reported on their success in reaching their annual performance level on this indicator for Year 6. The reported achievements were compared with the institution's criteria for a score of "Achieves" and scored accordingly. Of the 33 institutions, four scored at the "Achieves" level and the rest scored an "Exceeds." As each institution has unique goals and scoring criteria, comparison charts are not presented.

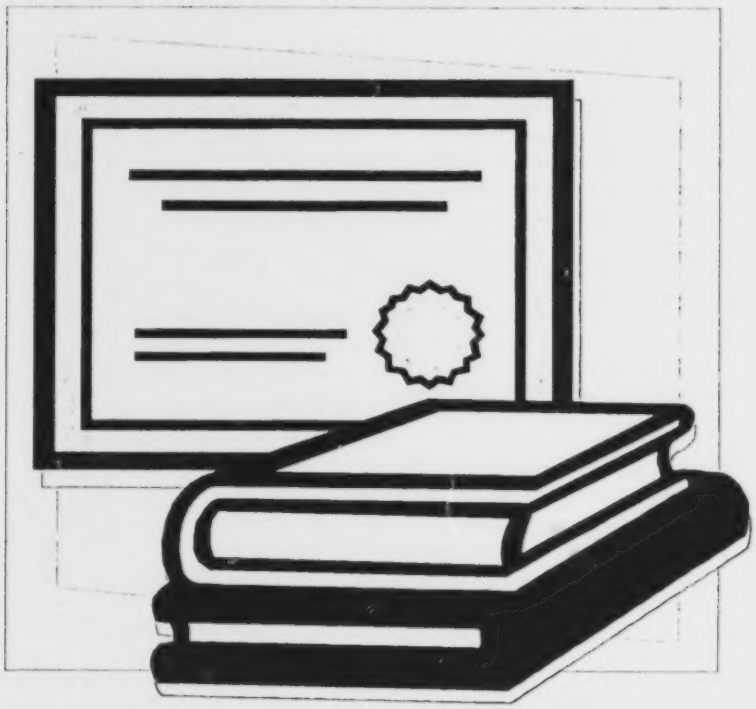
Academic programs to provide a technologically skilled workforce

In 2001, the South Carolina Legislature amended Section 59-101-350 of the South Carolina Code of Laws, 1976, to include the following as an Institutional Effectiveness reporting requirement.

> Appropriate information relating to the institution's role and mission to include policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce. (added text underlined.)

The institutions of the state have included a section relating to the above requirement in their Institutional Effectiveness Reports. Links to these reports are found in Section 10 of this document.

Section 2
Quality of Faculty



QUALITY OF FACULTY

The second critical success factor in performance funding looks at the quality of faculty at South Carolina's public institutions. Indicators used to assess this factor in Year 6 are:

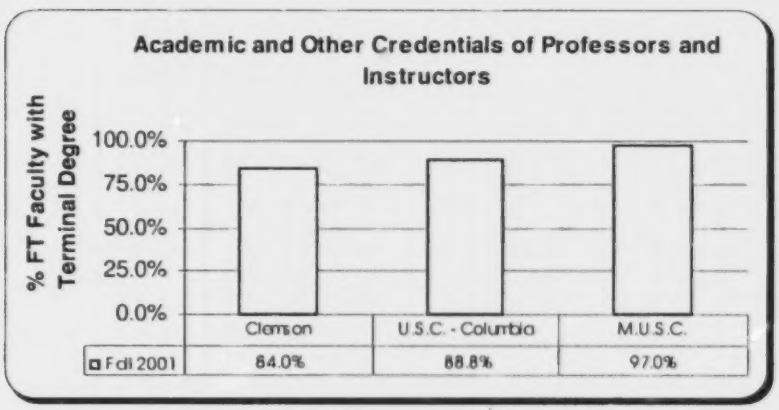
2A - Academic and Other Credentials of Professors and Instructors;
2D - Compensation of Faculty;

Academic and Other Credentials of Professors and Instructors

Indicator 2A, "Academic and Other Credentials of Professors and Instructors," is a measure of the academic credentials of faculty. Prior to Year 6, the measure of 2A consisted of multiple subparts, each considering credentials of faculty teaching undergraduates. For Year 6, the measure was redefined to provide a better focus for each sector. Research, Teaching, and Regional Campuses Sector Institutions are measured on the percent of full-time faculty with a terminal degree in their primary teaching area. Technical Colleges are measured on the percent of faculty teaching in the Fall who meet minimum SACS criteria for credentials. Standards of achievement vary across the sectors and are indicated in the charts below. Additional detail and definitions can be found in the Performance Funding Workbook, Year 6 Supplement.

Figure 2. 1 Source: CHEMIS and Institutional Reports to CHE
Research Universities, Fall 2001

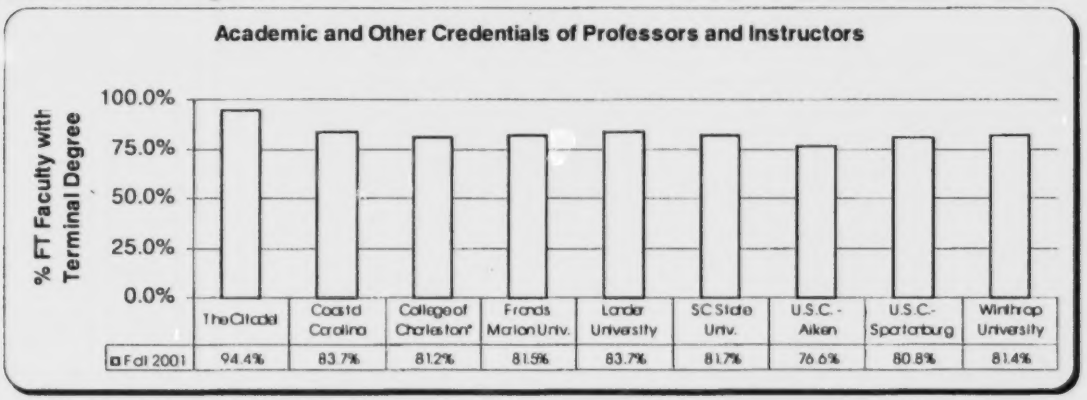
2A - Percent of **full-time** faculty with terminal degrees in the primary teaching area.



For Fall 2001, a standard of 75 - 84% earned a score of "Achieves" for 2A. In Year 6, this indicator did not include Instructors for the Research and Teaching sectors.

Four-Year Colleges and Universities, Fall 2001

2A - Percent of **full-time** faculty with terminal degrees in the primary teaching area. For Fall 2001, a standard of 70 - 84% earned a score of "Achieves" for 2A. In Year 6, this indicator did not include Instructors for the Research and Teaching sectors.

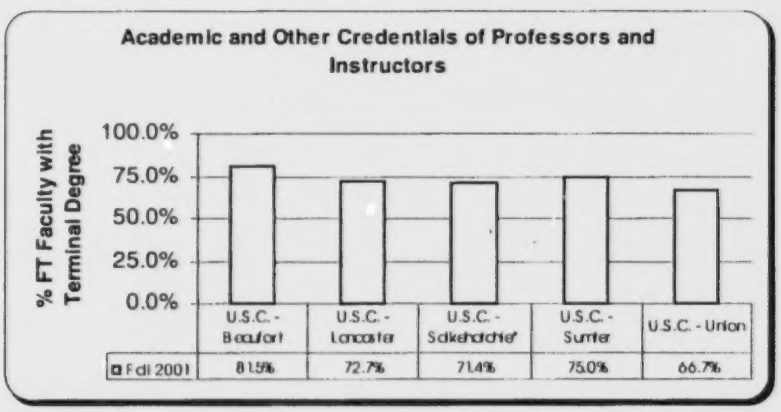


*Reflects a data correction post Year 6 scoring.

Two-Year Institutions- Branches of USC, Fall 2001

2A - Percent of **full-time** faculty with terminal degrees in the primary teaching area.

For Fall 2001, a standard of 60-74% earned a score of "Achieves."

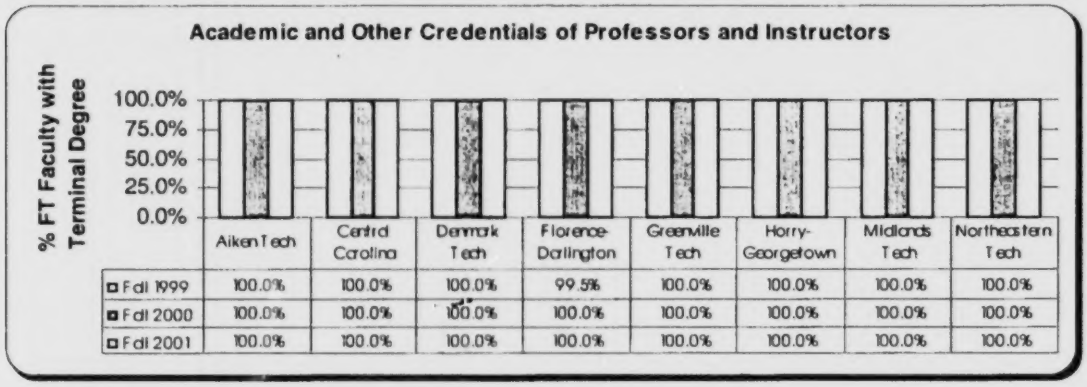


*In scoring these data for performance funding, the Commission recognized an appeal for special consideration based on additional data. See the institution's report card for additional details.

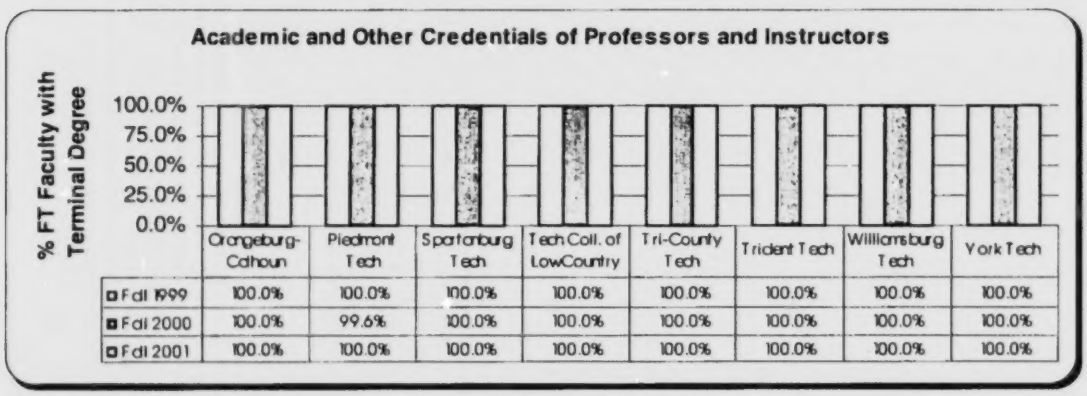
Technical College System, Fall 2001

Figure 2.2 – Indicator 2A- Percent teaching in the Fall who meet minimum SACS degree criteria for credentials.

In Fall 2001, a standard of 98-99.9%, or all but one meeting criteria, earned a score of "Achieves."



	Aiken Tech	Central Carolina	Denmark Tech	Florence-Darlington	Greenville Tech	Horry-Georgetown	Midlands Tech	Northeastern Tech
Fall 1999	100.0%	100.0%	100.0%	99.5%	100.0%	100.0%	100.0%	100.0%
Fall 2000	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Fall 2001	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%



	Orangeburg-Calhoun	Piedmont Tech	Spartanburg Tech	Tech.Coll. of LowCountry	Tri-County Tech	Trident Tech	Williamsburg Tech	York Tech
Fall 1999	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Fall 2000	100.0%	99.6%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Fall 2001	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Compensation of Faculty

Indicator 2D – Compensation of Faculty as a measure of average faculty salaries. For research and teaching sector institutions, the average by rank for the ranks of professor, associate professor, and assistant professor is measured. Beginning in Year 6, the rank of instructor is excluded. A score is earned for each rank average. These individual scores are averaged to produce the indicator score earned. Standards of achievement are listed in the figures below detailing the average by rank for research and teaching institutions. For the Two-Year Campuses of USC and for the Technical Colleges, the average faculty salary data are displayed.

As was the case last year, 2D measures the average faculty salary for each two-year institution. The regional campuses of USC are assessed based on the overall average salary due to the low numbers of faculty at the various ranks. In the State Technical and Comprehensive Education System, faculty rank does not apply, so technical colleges are assessed on average faculty salary.

Full-time faculty includes those whose annual salary is not zero, who have an employment status of full-time and a primary responsibility of instruction (greater than 50% of assigned time). For medicine and dentistry, salaries less than or equal to $40,000 are excluded.

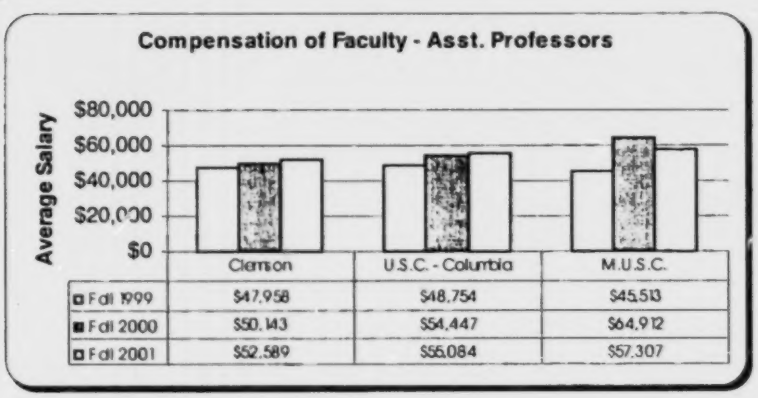
For technical colleges, unclassified continuing education program coordinators are included.

Average salary is defined as nine to ten month salaries or eleven to twelve month salaries converted to nine month salaries. Salaries for basic and clinical medicine are not converted.

For Year 6, Fall 2001 data were considered.

Figure 2.3 Indicator 2D – Compensation of Faculty
Source: IPEDS Salaries Survey (9-month contract basis)

Assistant Professors, Research Universities, Fall 1999 - Fall 2001

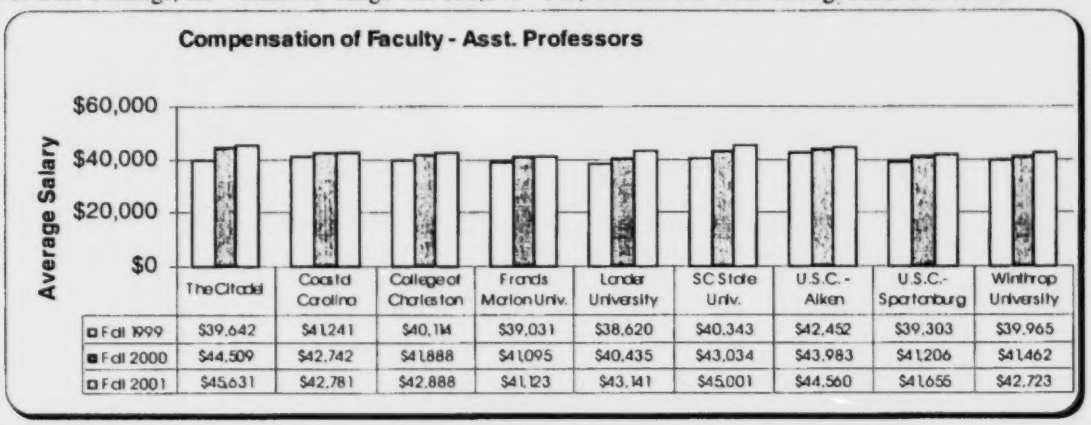


	Clemson	U.S.C. - Columbia	M.U.S.C.
Fall 1999	$47,958	$48,754	$45,513
Fall 2000	$50,143	$54,447	$64,912
Fall 2001	$52,589	$55,084	$57,307

For Year 6 ratings, "Achieves" ranges were: $42,773 - $50,740 for Clemson, $44,718 - $53,047 for USC -Columbia, and $54,028 –$ 64,091 for MUSC.

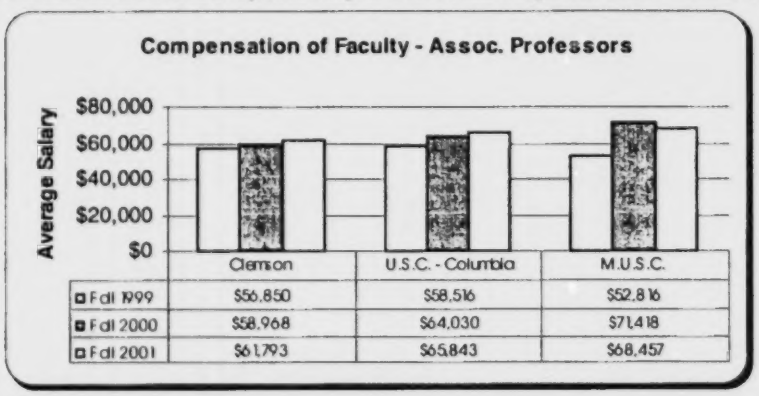
Assistant Professors, Four-Year Colleges and Universities, Fall 1999 - Fall 2001

For Year 6 ratings, the "Achieves" range was $36,840 - $43,701 for Four-Year Colleges and Universities.



	The Citadel	Coastal Carolina	College of Charleston	Francis Marion Univ.	Lander University	SC State Univ.	U.S.C. - Aiken	U.S.C. - Spartanburg	Winthrop University
Fall 1999	$39,642	$41,241	$40,114	$39,031	$38,620	$40,343	$42,452	$39,303	$39,965
Fall 2000	$44,509	$42,742	$41,888	$41,095	$40,435	$43,034	$43,983	$41,206	$41,462
Fall 2001	$45,631	$42,781	$42,888	$41,123	$43,141	$45,001	$44,560	$41,655	$42,723

Associate Professors, Research Universities, Fall 1999 - Fall 2001

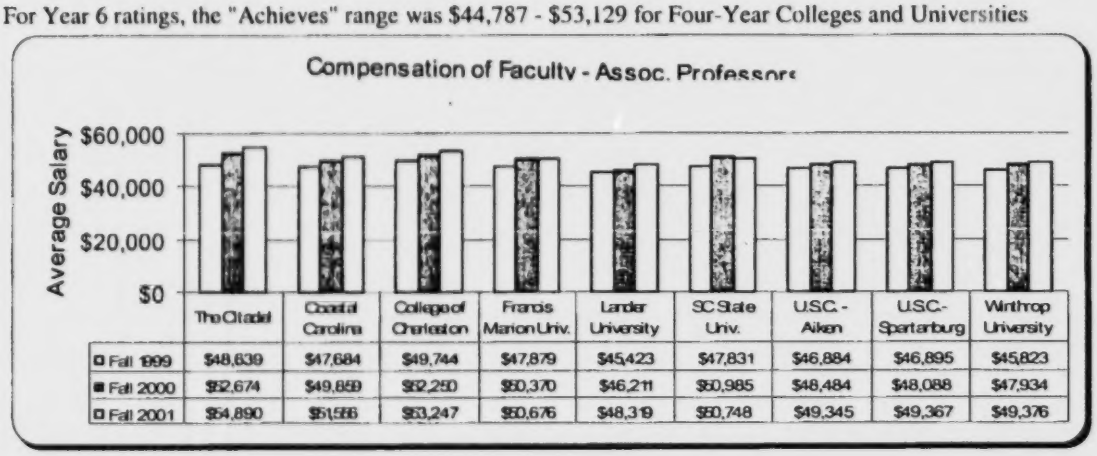


	Clemson	U.S.C. - Columbia	M.U.S.C.
Fall 1999	$56,850	$58,516	$52,816
Fall 2000	$58,968	$64,030	$71,418
Fall 2001	$61,793	$65,843	$68,457

For Year 6 ratings, "Achieves" ranges were: $50,643- $60,075 for Clemson, $52,038 - $61,730 for USC –Columbia, and $62,855 - $74,562 for MUSC.

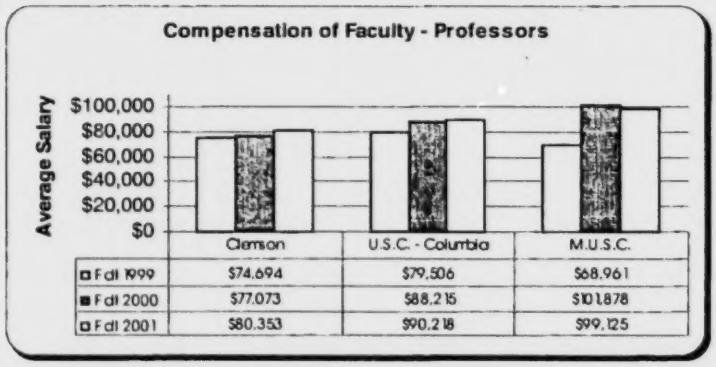
Associate Professors, Four-Year Colleges and Universities, Fall 1999 - Fall 2001

For Year 6 ratings, the "Achieves" range was $44,787 - $53,129 for Four-Year Colleges and Universities



	The Citadel	Coastal Carolina	College of Charleston	Francis Marion Univ.	Lander University	SC State Univ.	U.S.C. - Aiken	U.S.C. - Spartanburg	Winthrop University
Fall 1999	$48,639	$47,684	$49,744	$47,879	$45,423	$47,831	$46,884	$46,895	$45,823
Fall 2000	$52,674	$49,859	$52,250	$50,370	$46,211	$50,985	$48,484	$48,088	$47,934
Fall 2001	$54,890	$51,566	$53,247	$50,676	$48,319	$50,748	$49,345	$49,367	$49,376

Professors, Research Universities, Fall 1999 - Fall 2001

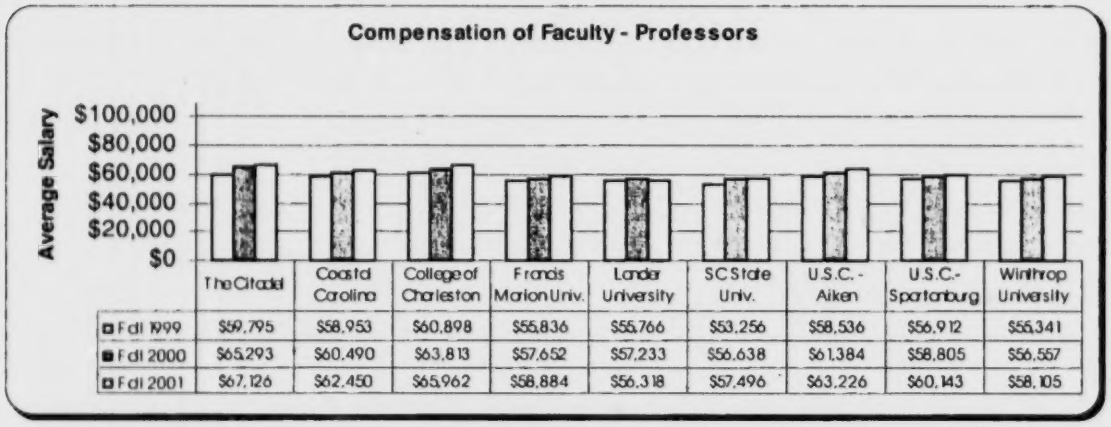


	Clemson	U.S.C. - Columbia	M.U.S.C.
Fall 1999	$74,694	$79,506	$68,961
Fall 2000	$77,073	$88,215	$101,878
Fall 2001	$80,353	$90,218	$99,125

For Year 6 ratings, "Achieves" ranges were: $69,558 - $8,2514 for Clemson, $71,798 - $85,171 for USC -Columbia, and $79,965 - $94,858 for MUSC.

Professors, Four-Year Colleges and Universities, Fall 1999 - Fall 2001

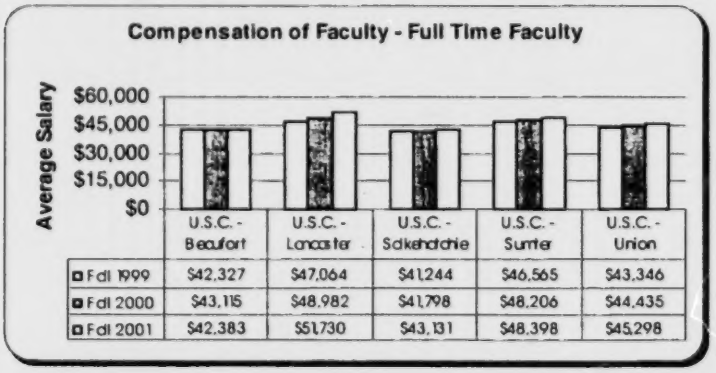
For Year 6 ratings, the "Achieves" range was: $56,164 - $66,624 for Four-Year Colleges and Universities



	The Citadel	Coastal Carolina	College of Charleston	Francis Marion Univ.	Lander University	SC State Univ.	U.S.C. - Aiken	U.S.C. - Spartanburg	Winthrop University
Fall 1999	$59,795	$58,953	$60,898	$55,836	$55,766	$53,256	$58,536	$56,912	$55,341
Fall 2000	$65,293	$60,490	$63,813	$57,652	$57,233	$56,638	$61,384	$58,805	$56,557
Fall 2001	$67,126	$62,450	$65,962	$58,884	$56,318	$57,496	$63,226	$60,143	$58,105

Two-Year Institutions-Branches of USC, Fall 1999 - Fall 2001

The data shown below represent the average full-time faculty salary over the last three years. In Year 5 and Year 6, these institutions were assessed based on the overall average faculty salary.



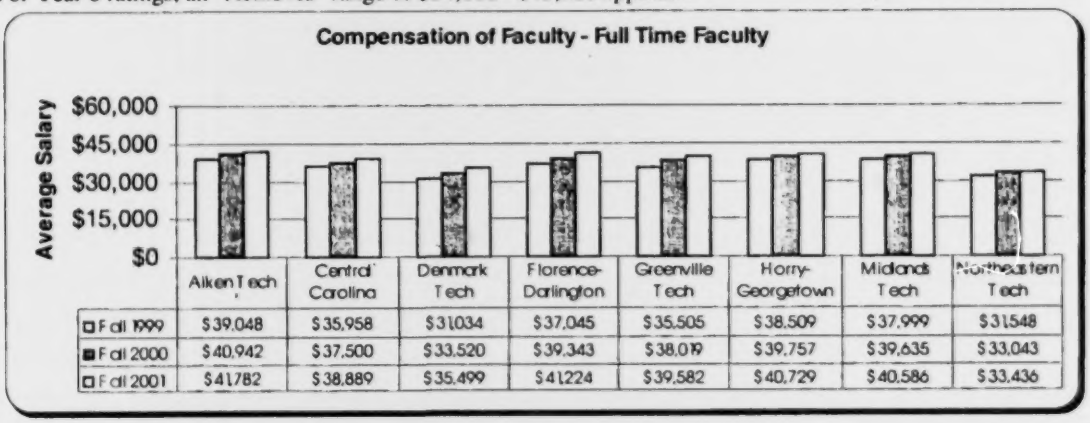
	U.S.C. - Beaufort	U.S.C. - Lancaster	U.S.C. - Sidehatchie	U.S.C. - Sumter	U.S.C. - Union
Fall 1999	$42,327	$47,064	$41,244	$46,565	$43,346
Fall 2000	$43,115	$48,982	$41,798	$48,206	$44,435
Fall 2001	$42,383	$51,730	$43,131	$48,398	$45,298

For Year 6 ratings, an "Achieves" range of $35,687- $45,156 applied.

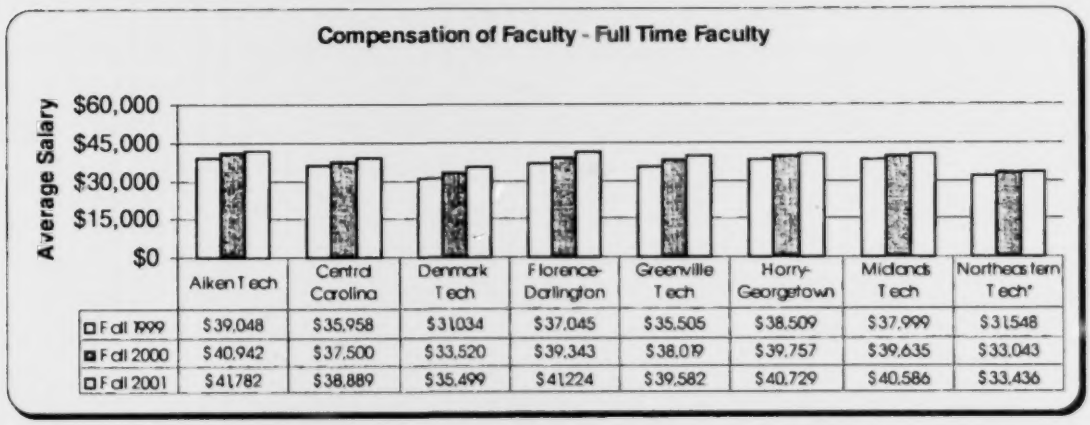
State Technical and Comprehensive Education System, Fall 1999 - Fall 2001

The data below represent the average of all full-time faculty over the last three years. The technical colleges do not have faculty rank.

For Year 6 ratings, an "Achieves" range of $34,188 - $43,260 applied.



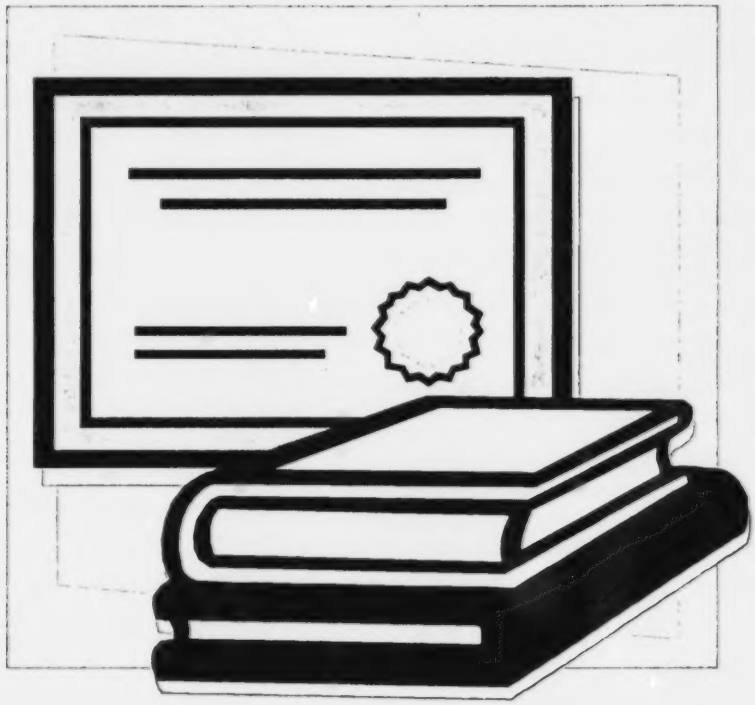
	Aiken Tech	Central Carolina	Denmark Tech	Florence-Darlington	Greenville Tech	Horry-Georgetown	Midlands Tech	Northeastern Tech
Fall 1999	$39,048	$35,958	$31,034	$37,045	$35,505	$38,509	$37,999	$31,548
Fall 2000	$40,942	$37,500	$33,520	$39,343	$38,019	$39,757	$39,635	$33,043
Fall 2001	$41,782	$38,889	$35,499	$41,224	$39,582	$40,729	$40,586	$33,436



	Aiken Tech	Central Carolina	Denmark Tech	Florence-Darlington	Greenville Tech	Horry-Georgetown	Midlands Tech	Northeastern Tech*
Fall 1999	$39,048	$35,958	$31,034	$37,045	$35,505	$38,509	$37,999	$31,548
Fall 2000	$40,942	$37,500	$33,520	$39,343	$38,019	$39,757	$39,635	$33,043
Fall 2001	$41,782	$38,889	$35,499	$41,224	$39,582	$40,729	$40,586	$33,436

*In scoring these data for performance funding, the Commission recognized an appeal for special consideration based on additional data. See the institution's report card for additional details.

Section 3
Classroom Quality



CLASSROOM QUALITY

This section presents a group of tables and performance funding indicators designed to give a picture of the overall quality of the classroom experience in South Carolina's institutions of higher education.

Table 3.1, required by Act 255, as amended, indicates the number and percent of course sections taught by full-time faculty, part-time faculty and graduate assistants.

Data on **national accreditation of specific academic degree programs** are provided in Table 3.2, which summarizes the number of programs at each institution that are eligible for accreditation based on a CHE-approved list of agencies and programs and the number of those that are accredited. Some accrediting bodies (e.g., education and public health) accredit schools or units within the institutions, while others (e.g., business and engineering) accredit individual programs within the school or unit. The numbers seen in Table 3.2 reflect the number of accrediting agencies that acknowledge one or more programs at the institutions. The process of accreditation involves an external review based on national standards typically pertaining to the curriculum, faculty, students, resources and overall administration of the program; therefore, attainment of such accreditation is often considered an indication of overall program quality. However, some institutional administrators intentionally choose not to pursue accreditation for an accreditable program because the cost to do so may be considered too high. In performance funding, institutions are measured on the percentage of accredited programs, with the standard for an "Achieves" being 90 – 99%, or all but one program accredited. Measurement details for each institution are displayed in Section 11. Institutional performance on this indicator is shown in Figure 3.1

Each Teaching Sector institution is expected to attain accreditation by the National Council for Accreditation of Teacher Education (NCATE). Performance funding indicator **3E-Institutional Emphasis on Quality Teacher Education and Reform** encompasses this accreditation measure within subpart **3E1-Program Quality, NCATE Accreditation**. To earn credit, attainment of initial accreditation and maintaining such accreditation once achieved are expected. As of June 30, 2000, all public teacher education programs in South Carolina were accredited by NCATE, and remain so. Beginning in Year 6, the Research Sector is no longer included in Indicator 3E. However, their education programs also meet NCATE standards and are accredited. This accreditation is also included as part of indicator **3D-Accreditation of Programs**.

Also as part of **Indicator 3E-Institutional Emphasis on Quality of Teacher Education and Reform**, institutions with teacher education programs are measured on the success of their graduates on teacher certification exams (3E2a) and on producing teaching graduates who can fill critical shortages - both for specific subject areas (3E3a) and for minority teachers (3E3b). These data are displayed in Figures 3.2 – 3.4.

Tables and Charts

Courses Taught by Full-Time and Part-Time Faculty and by Graduate Assistants

Provided here are data across all four sectors on the type of instructional personnel used to teach Lower Division sections during Fall 2001. **Full-time Faculty** are those personnel at the institution who were identified as full-time at the institution and had primary responsibility (over 50%) for instruction, and had a reported salary on CHEMIS. This definition captures faculty that were included under the Salaries, Tenure, and Fringe Benefit report. For the technical colleges, unclassified continuing education program coordinators are counted as faculty. **Lower Division** here represents those courses that were coded in the CHEMIS course file as Remedial or Lower Division, including courses offered for credit toward the first and second year of an associates degree program and technical/vocational degrees offered below the baccalaureate level.

TABLE 3.1 LOCATED ON THE NEXT PAGE

TABLE 3.1 - Courses Taught by Full-Time and Part-Time Faculty and by Graduate Assistants

Institutions	TOTAL LOWER DIVISION SECTIONS	LOWER DIVISION SECTIONS TAUGHT BY					
		Faculty				Graduate Assistants	
		Full Time		Part Time			
		#	%	#	%	#	%
Research Universities							
Clemson	1635	835	51.1%	590	36.1%	210	12.8%
USC-Columbia	1910	943	49.4%	501	26.2%	466	24.4%
2001 Research Subtotal	3545	1778	50.2%	1091	30.8%	676	19.1%
Four-Year Colleges and Universities							
The Citadel	404	270	66.8%	134	33.2%	0	0.0%
Coastal Carolina	647	433	66.9%	214	33.1%	0	0.0%
College of Charleston	1447	901	62.3%	546	37.7%	0	0.0%
Francis Marion	480	395	82.3%	85	17.7%	0	0.0%
Lander	406	307	75.6%	99	24.4%	0	0.0%
SC State	522	432	82.8%	90	17.2%	0	0.0%
USC-Aiken	407	274	67.3%	133	32.7%	0	0.0%
USC-Spartanburg	448	279	62.3%	167	37.3%	2	0.4%
Winthrop	714	465	65.1%	249	34.9%	0	0.0%
2001 Four-Year Subtotals	5475	3756	68.6%	1717	31.4%	2	0.0%
Two-Year Branches of USC							
USC-Beaufort	171	101	59.1%	70	40.9%	0	0.0%
USC-Lancaster	155	102	65.8%	53	34.2%	0	0.0%
USC-Salkehatchie	126	77	61.1%	49	38.9%	0	0.0%
USC-Sumter	158	122	77.2%	36	22.8%	0	0.0%
USC-Union	55	34	61.8%	21	38.2%	0	0.0%
2001 Two-Year Subtotals	665	436	65.6%	229	34.4%	0	0.0%
Technical Colleges							
Aiken	428	258	60.3%	170	39.7%	0	0.0%
Central Carolina	446	314	70.4%	132	29.6%	0	0.0%
Denmark	246	168	68.3%	78	31.7%	0	0.0%
Florence-Darlington	763	495	64.9%	268	35.1%	0	0.0%
Greenville	1707	985	57.7%	722	42.3%	0	0.0%
Horry-Georgetown	731	486	66.5%	245	33.5%	0	0.0%
Midlands	1600	934	58.4%	666	41.6%	0	0.0%
Northeastern	256	181	70.7%	75	29.3%	0	0.0%
Orangeburg-Calhoun	384	301	78.4%	83	21.6%	0	0.0%
Piedmont	992	580	58.5%	412	41.5%	0	0.0%
Spartanburg	639	383	59.9%	256	40.1%	0	0.0%
TCL	305	233	76.4%	72	23.6%	0	0.0%
Tri-County	684	347	50.7%	337	49.3%	0	0.0%
Trident	1637	1073	65.5%	564	34.5%	0	0.0%
Williamsburg	170	78	45.9%	92	54.1%	0	0.0%
York	645	439	68.1%	206	31.9%	0	0.0%
2001 Technical College Subtotals	11633	7255	62.4%	4378	37.6%	0	0.0%

Indicator 3D – Accreditation of Degree-Granting Programs

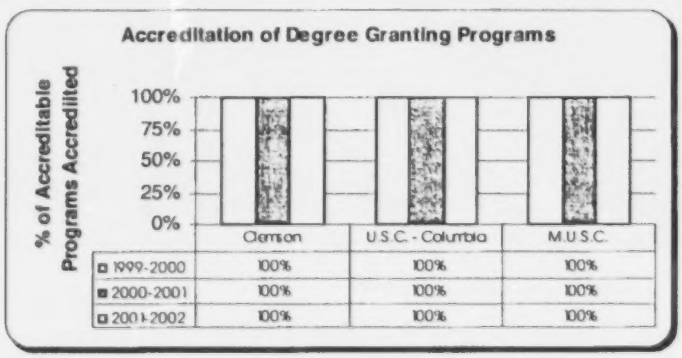
This indicator is used in assessing accreditation in the performance funding system. Details regarding accreditation as applicable to performance funding are found in Section 11. Institutions are assessed in performance funding on accredited programs only. It should be noted that CHE policy provides an institution 5 years to attain full accreditation after a new program is added at an institution and provides the same length of time to gain accreditation of an existing program when an agency is added to the list of accrediting bodies recognized by CHE. For additional information, see our website at http://www.che400.state.sc.us and go to "Academic Affairs and Licensing."

The following charts show accreditation percentages that were used in Year 6 performance funding ratings.

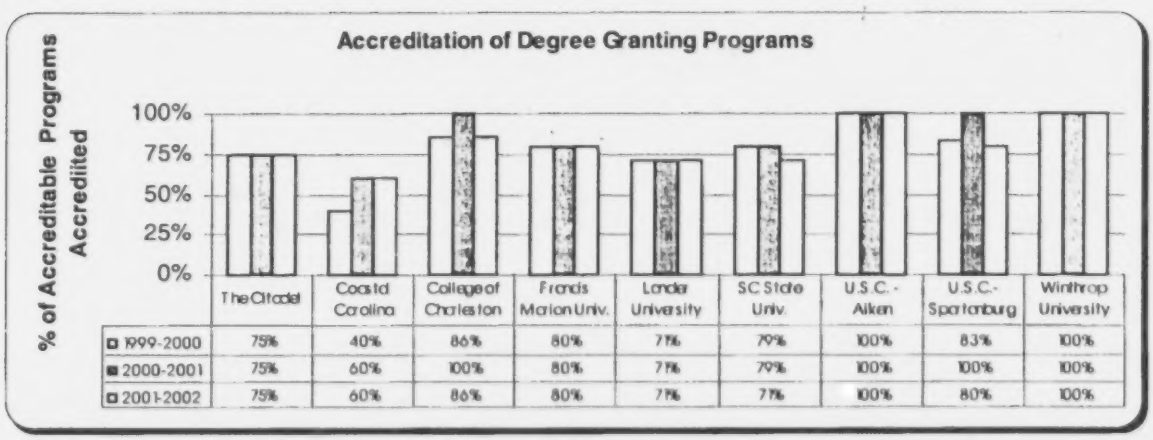
Figure 3.1 Indicator 3D - Accreditation of Degree-Granting Programs
Source: Institutional reports

The "Achieves" range in effect for **all** institutions was 90% to 99%, or all but one program, for ratings in Spring 2002.

Research Institutions



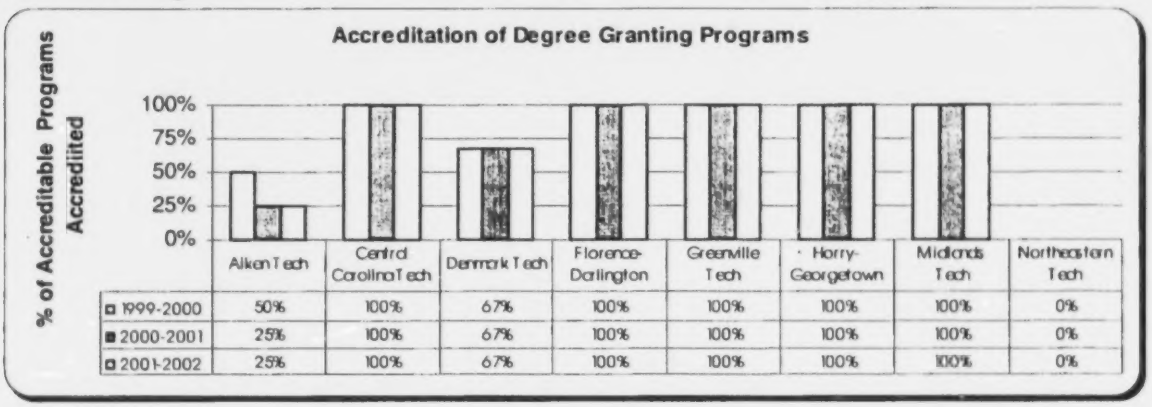
Teaching Institutions



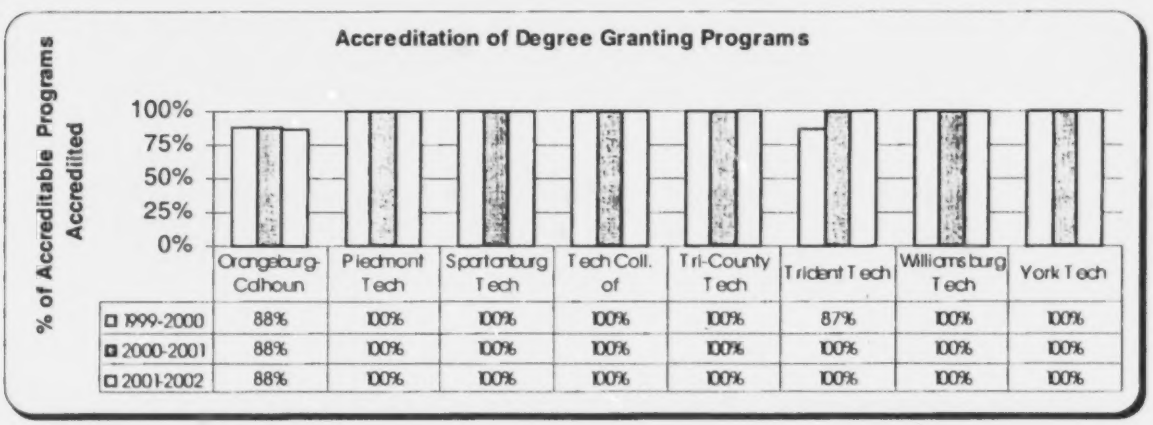
In Year 6, the Citadel, College of Charleston, Francis Marion, and USC-Spartanburg had all but one program accredited.

Two-Year Branch Campuses of USC – The only branch campus having programs eligible for accreditation is USC-Lancaster. Both of its programs are accredited.

Technical Colleges



	Aiken Tech	Central Carolina Tech	Denmark Tech	Florence-Darlington	Greenville Tech	Horry-Georgetown	Midlands Tech	Northeastern Tech
1999-2000	50%	100%	67%	100%	100%	100%	100%	0%
2000-2001	25%	100%	67%	100%	100%	100%	100%	0%
2001-2002	25%	100%	67%	100%	100%	100%	100%	0%



	Orangeburg-Calhoun	Piedmont Tech	Spartanburg Tech	Tech Coll. of	Tri-County Tech	Trident Tech	Williamsburg Tech	York Tech
1999-2000	88%	100%	100%	100%	100%	87%	100%	100%
2000-2001	88%	100%	100%	100%	100%	100%	100%	100%
2001-2002	88%	100%	100%	100%	100%	100%	100%	100%

In Year 6, Denmark Technical College and Orangeburg-Calhoun Technical College had all but one program accredited.

Year 7 Accreditation Data and Table

In addition to reporting the performance levels on accreditation for the most recent scored performance year, the law requires that institutions report their current program accreditation status. The following table (Table 3.2) gives accreditation information submitted by the institutions on August 1, 2002. This information will be updated in the Spring of 2003 and used for the Year 7 indicator 3D score. The reader may note that, due to the use of updated data for performance funding calculations, numbers on institutional ratings reports may differ from those displayed in this table.

The presented numbers reflect a count of the number of agencies for which the institution has one or more programs accredited.

Table 3.2 Accreditation of Degree-Granting Programs. Source: Institutional IE Reports to CHE

	As of June 30, 2002		
	Areas Eligible for Accreditation	Areas with one or More Programs Accredited	% Accredited
Research Universities			
Clemson	13	13	100%
U.S.C. - Columbia	27	27	100%
M.U.S.C.	15	15	100%
Teaching Universities			
The Citadel	4	3	75%
Coastal Carolina Univ.	5	3	60%
College of Charleston	7	8	88%
Francis Marion Univ.	5	4	80%
Lander University	7	5	71%
SC State Univ.	14	10	71%
U.S.C. - Aiken	4	4	100%
U.S.C.-Spartanburg	5	4	80%
Winthrop University	13	13	100%
Two-Year Branches of USC			
U.S.C. - Beaufort U.S.C. - Lancaster U.S.C. - Salkehatchie U.S.C. - Sumter U.S.C. - Union	2	2	100%
Technical Colleges			
Aiken Tech	4	2	50%
Central Carolina Tech	6	6	100%
Denmark Tech	3	2	67%
Florence-Darlington	11	11	100%
Greenville Tech	16	16	100%
Horry-Georgetown Tech	9	9	100%
Midlands Tech	14	14	100%
Northeastern Tech	2	0	0%
Orangeburg-Calhoun	8	7	88%
Piedmont Tech	10	10	100%
Spartanburg Tech	9	9	100%
Tech Coll. of LowCountry	4	4	100%
Tri-County Tech	9	9	100%
Trident Tech	15	15	100%
Williamsburg Tech	1	1	100%
York Tech	8	8	100%
Total	**249**	**232**	**93%**

Student Performance on Teacher Education Examinations

Performance Funding Indicator 3E, Subpart 3E2a measures the percentage of students who pass the PRAXIS II Professional Learning and Teaching (PLT) exam. As of 2000-01, graduating teacher education students are not required to take this exam immediately upon graduation, but are given a three-year window to take and pass the exam. Differing institutional policies on test-taking by new graduates led to test-taking rates that vary widely, ranging from 2.5% to 81%. Because of the wide variation in rates, charting the institutional passing rates would lead to inaccurate comparisons. This indicator has been deferred for the past two years. Data on prior years are reported in the 2001 edition of "A Closer Look."

Performance Funding Indicator 3E, Subpart 3E2b measures the percentage of students who pass the PRAXIS II Specialty Area Exams. These exams are required of all graduates. In Year 6, this indicator was identifier as a sector specific measure for the teaching sector institutions. Clemson and USC-Columbia continue to report the data as part of Indicator 7D.

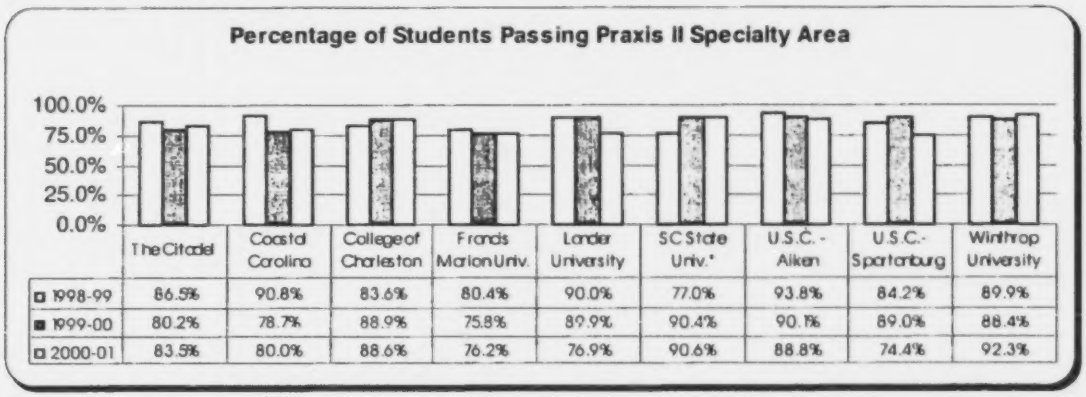
Figure 3.2 Percent of students in teacher education programs who pass the PRAXIS II Specialty Area Exams. Source: Institutional IE Reports to CHE

Four-Year Colleges and Universities, 1998 - 2001

The chart below represents the percent teacher education students at each institution who passed Specialty Area Examinations during the year indicated. In 1999-2000 and 2000-2001 these are based on the PRAXIS II exam. In previous years they were primarily based on the National Teachers Examination. The annual reporting timeframe is April 1 – March 31.

Although Clemson and USC-Columbia are not included in this indicator, their education graduates take the same exams. For 2000-01, Clemson's students had a pass rate of 84.8% and USC-Columbia had a pass rate of 96.3%

The "Achieves" range for this indicator was 75% - 89% for Performance Year 6 (2001-2002)



	The Citadel	Coastal Carolina	College of Charleston	Francis Marion Univ.	Lander University	SC State Univ.*	U.S.C. - Aiken	U.S.C. - Spartanburg	Winthrop University
1998-99	86.5%	90.8%	83.6%	80.4%	90.0%	77.0%	93.8%	84.2%	89.9%
1999-00	80.2%	78.7%	88.9%	75.8%	89.9%	90.4%	90.1%	89.0%	88.4%
2000-01	83.5%	80.0%	88.6%	76.2%	76.9%	90.6%	88.8%	74.4%	92.3%

*Revised per data verification, June 2002

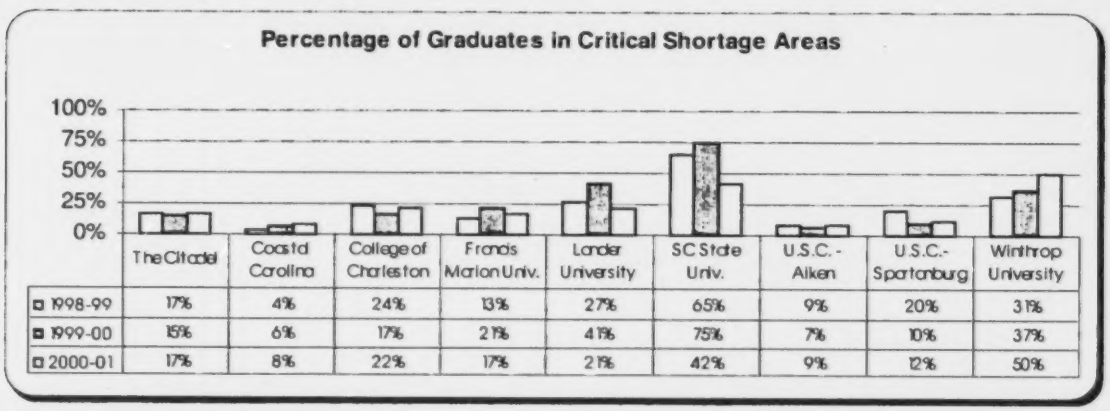
Teacher Education Graduates in Critical Shortage Areas

Performance Funding Indicator 3E (Subparts 3a and 3b) assesses two critical needs areas for teachers: 1) the number of graduates in state critical shortage areas; and 2) minority graduates from teacher preparation programs. These measures do not apply to the Research Sector institutions.

Critical shortage areas are those determined by the South Carolina Department of Education based on state need and for purposes of loan repayments. Data for the percent of graduates in critical shortage areas for the past three years are shown below in Figure 3.6. The critical shortage areas have changed over the years as teacher shortages have increased. For performance funding, those areas identified in 2000 have been used. These are: Art, Business Education, English/Language Arts, Family and Consumer Science (Home Economics), Foreign Languages (French, German, Latin, and Spanish), Industrial Technology, Library Science, Mathematics, Science (all areas), Music (Choral), and Special Education (all areas including speech pathology, occupational, and physical therapy

Figure 3.3 – Four-Year Colleges and Universities, Graduates in Critical Shortage Agencies, 1998-99 through 2000-01
Source: Institutional IE Reports to CHE

The percent of graduates in critical shortage areas for each institution is shown for each of the academic years represented. The "Achieves" range in effect for Academic Year 2000-01 data rated in Spring 2002 was 20% - 34%.



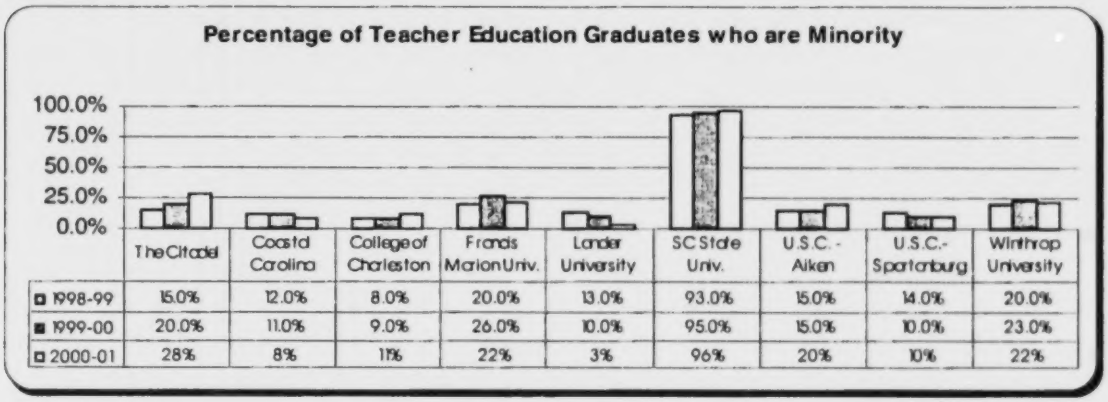
	The Citadel	Coastal Carolina	College of Charleston	Francis Marion Univ.	Lander University	SC State Univ.	U.S.C.-Aiken	U.S.C.-Spartanburg	Winthrop University
1998-99	17%	4%	24%	13%	27%	65%	9%	20%	31%
1999-00	15%	6%	17%	21%	41%	75%	7%	10%	37%
2000-01	17%	8%	22%	17%	21%	42%	9%	12%	50%

Teacher Education Graduates who are Minority

Minority Teacher Education Graduates for the years shown include African-American, American Indian/Alaskan Native, Asian/Pacific Islander, and Hispanic students who graduated from public institutions in teacher education.

Figure 3.4 – Four-Year Colleges and Universities, Percent of Graduates who are Minority, 1998-99 through 2000-01
Source: Institutional Reports to CHE

The percent of graduates from teacher education programs who are minority is represented below. The "Achieves" range in effect for Academic Year 2000-01 data rated in Spring 2002 was 10% - 20%.



	The Citadel	Coastal Carolina	College of Charleston	Francis Marion Univ.	Lander University	SC State Univ.	U.S.C. - Aiken	U.S.C. - Spartanburg	Winthrop University
1998-99	15.0%	12.0%	8.0%	20.0%	13.0%	93.0%	15.0%	14.0%	20.0%
1999-00	20.0%	11.0%	9.0%	26.0%	10.0%	95.0%	15.0%	10.0%	23.0%
2000-01	28%	8%	11%	22%	3%	96%	20%	10%	22%

Assessment Information for the Institution's Title II of the Federal Higher Education Act of 1998 Report

In 2001, the South Carolina Legislature amended Section 59-101-350 of the South Carolina Code of Laws, 1976, to include the following as a institutional effectiveness reporting requirement.

- Assessment information for the institution's Title II of the Federal Higher Education Act of 1998 report that collects and analyzes data on applicant qualifications and the performance of the candidates and graduates;

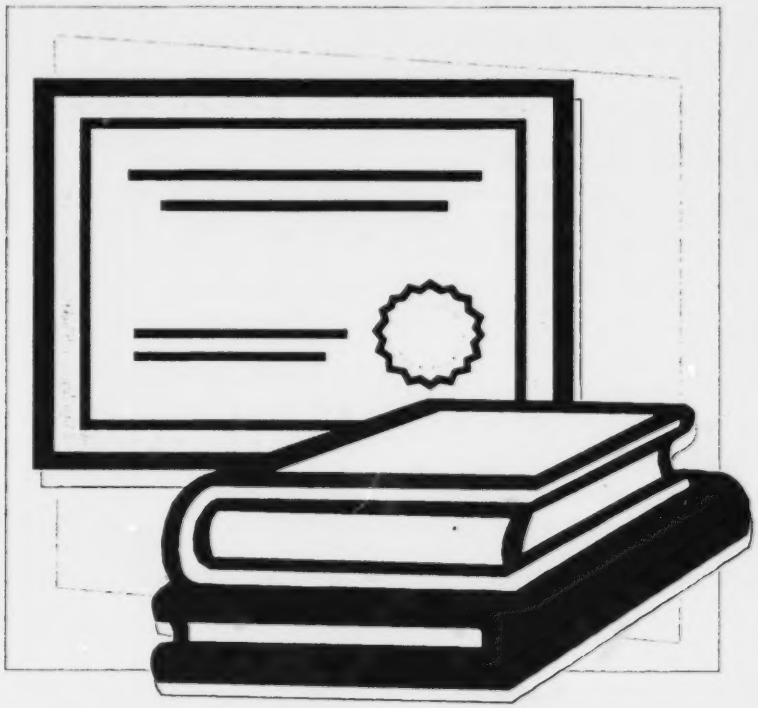
A link to South Carolina Title II summary information, maintained by the SC Department of Education (SDE), is http://www.title2.org/scripts/statereports/rptHome.asp. Tabular data showing institutions' performance on various requirements of Title II reporting will be posted by the SDE, but are not yet available. These tables will include information on all South Carolina teaching institutions, to include private institutions. Links to the Title II reports of the individual institutions can be found below.

2002 Title II Reports on Institutional Websites

Citadel	http://www.citadel.edu/planningandassessment/title2/contents.htm
Clemson	http://www.hehd.clemson.edu/SchoolofEd/TitleII/title.htm
College of Charleston	http://irp.cofc.edu/titleii/
Coastal Carolina	http://www.coastal.edu/education/title2/index.html
Francis Marion	http://www.fmarion.edu/sebss/hea.htm
Lander	http://www.lander.edu/education/Title%20II.htm
SC State	http://www.scsu.edu/testsite/ir/titleii.htm
USC Columbia	http://www.ed.sc.edu/txt/title2/title2report

USC Aiken	http://www.usca.sc.edu/education/titleii/titleii0102.htm
USC Spartanburg	http://www.uscs.edu/academics/se/current_t_report.html
Winthrop	http://coe.winthrop.edu/title2/

Section 4
Institutional Cooperation and Collaboration



Institutional Cooperation and Collaboration

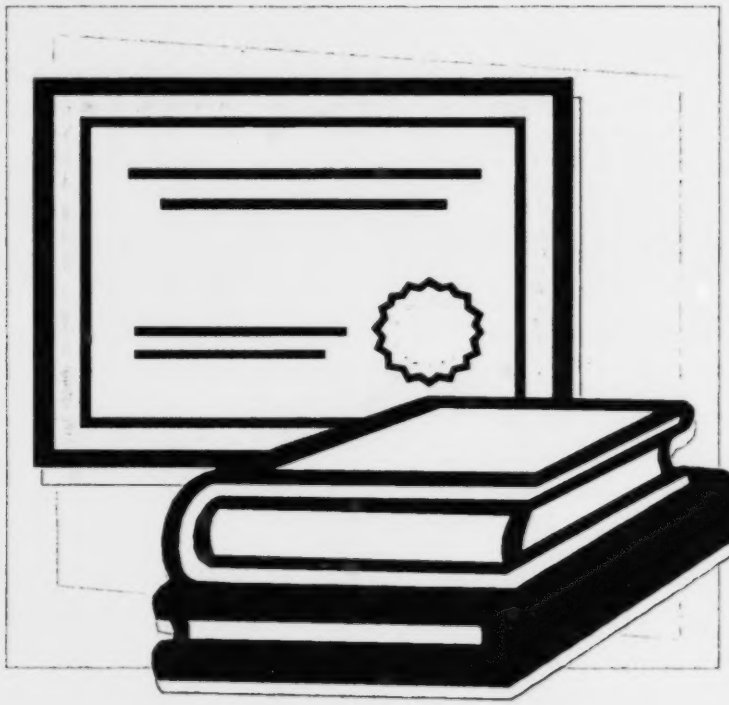
Indicators **4A – Sharing and use of Technology, Programs, Equipment, Supplies and Source Matter within the Institution, with Other Institutions and with the Business Community** and **4B – Cooperation and Collaboration with Private Industry**, were scored as compliance indicators based on institutional reporting of activities in Performance Year 3. Given the nature of these indicators and the high level of compliance, they were put on a three-year scoring cycle, and were not scored in Years 4 and 5. During Year 5, the Commission approved continuing, for Year 6 and beyond, a revised measure of institutional cooperation and collaboration as a scored indicator tailored to each sector.

As described in the following excerpt from the "Performance Funding Workbook Supplement for Year 6," the revised measure combines 4A and 4B.

> "Effective in the 2000-01 Performance Year (Year 6), the Commission approved continuing 4A and 4B as scored indicators with revisions to the measures such that a revised single scored measure is used in assessing indicators 4A and 4B. The approved revised measure is tailored to each sector to focus on efforts of institutional cooperation and collaboration with business, private industry and/or the community. During Year 6, as the revised indicator is phased-in, the measure is scored as a compliance indicator while sectors work to identify measures and collect baseline data for purposes of determining standards. The expectation is that after Year 6, the indicator will be scored each year. The measure is designed to provide a focus for multiple years. Prior to the end of a defined focus area, sectors will re-define the focus in a time period to ensure that new measure may be scored after the concluding period of the preceding focus." (Performance Funding Workbook Supplement for Year 6, Sept 2001, pp 41)

In Year 6 (2001-2002) this was a compliance indicator for all institutions, except the Research Sector institutions, to provide time for measurement development and the collection of baseline data. Research institutions had identified their measure and worked with the Commission to provide for a scored indicator in Year 6. The Research Sector institutions each scored "Exceeds" for their work in building an integrated grants database. Details on chosen sector measures and scores will be in the 2004 edition of "A Closer Look."

Section 5
Administrative Efficiency



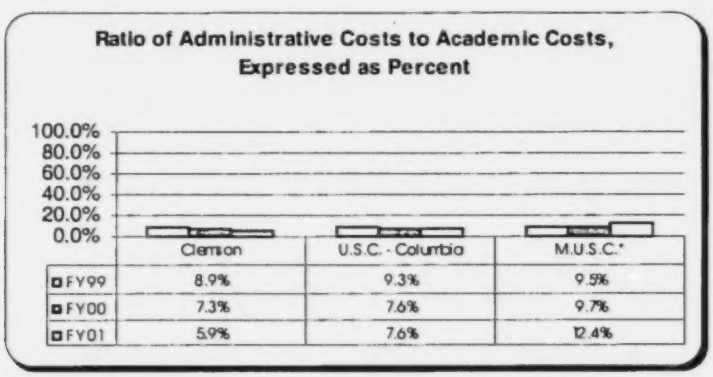
ADMINISTRATIVE EFFICIENCY

Administrative and Academic Expenditures

For **Performance Funding Indicator 5A – Percent of Administrative Costs as Compared to Academic Costs,** institutions are assessed on the ratio of administrative costs to academic costs. **Administrative costs** are expenditures defined as those for institutional support and **academic costs** are expenditures defined as those for instruction, research, academic support and scholarships/fellowships. For research institutions restricted and unrestricted expenditures are considered, whereas only unrestricted expenditures are considered for all other sectors. Fund transfers are excluded for all institutions.

This measure was changed for 1999-2000 and subsequent performance funding years. Prior to 1999-2000, administrative and academic expenditures were assessed separately, rather than as a ratio, when determining institutional performance. **A downward trend is expected in indicating improvement.** As noted in the charts displayed below, the Commission has identified ranges, determined using available peer data, within which institutional scores are expected to fall in order to receive a rating of "Achieves." Scores below the range receive a rating of "Exceeds."

Figure 5.1 – Ratio of administrative costs to academic costs, expressed as percent
Source: IPEDS Annual Finance Surveys, FY 1999-FY 2001



	Clemson	U.S.C. - Columbia	M.U.S.C.*
FY99	8.9%	9.3%	9.5%
FY00	7.3%	7.6%	9.7%
FY01	5.9%	7.6%	12.4%

Research Universities, FY 1999 – FY 2001
Administrative expenditures to academic expenditures are shown here for each research institution including restricted and unrestricted funds, but excluding fund transfers. The "Achieves" ranges for Research Institutions are: Clemson - 9% to 11%, USC-Columbia – 7% to 9%, and MUSC 11% to 12%. For this measure, scores below the range fall within the "Exceeds" category.

*Data do not take into account considerations in performance funding scoring for 2001-2001 related to the affect of the creation of the hospital authority on MUSC's financial data. The institution was awarded a score of "3" on this indicator in Year 6 (2001-02) based on an appeal demonstrating the financial impact on reported data.

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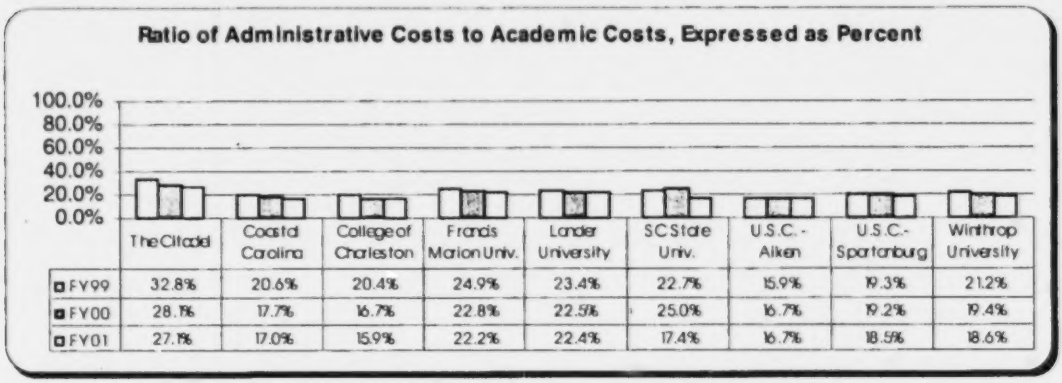
Four-Year Colleges and Universities, FY 1999 – FY 2001

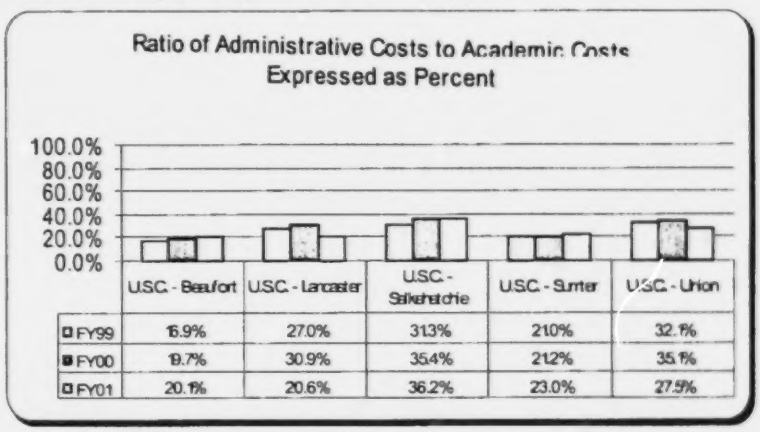
Administrative expenditures to academic expenditures are illustrated below for each teaching university for the last three years. Unrestricted funds only are shown, and fund transfers are excluded. The "Achieves" range for Teaching Institutions is18% to 25%, with scores below the range earning a rating of "Exceeds."



	The Citadel	Coastal Carolina	College of Charleston	Francis Marion Univ.	Lander University	SC State Univ.	U.S.C. - Aiken	U.S.C. - Spartanburg	Winthrop University
FY99	32.8%	20.6%	20.4%	24.9%	23.4%	22.7%	15.9%	19.3%	21.2%
FY00	28.1%	17.7%	16.7%	22.8%	22.5%	25.0%	16.7%	19.2%	19.4%
FY01	27.1%	17.0%	15.9%	22.2%	22.4%	17.4%	16.7%	18.5%	18.6%

Two-Year Institutions-Branches of USC, FY 1999 – FY 2001

Administrative expenditures to academic expenditures are illustrated below for each two-year branch of USC for the last three years. Unrestricted funds are shown, with restricted funds and fund transfers excluded. The "Achieves" range for the two-year branch institutions is 20% to 30%, with scores below the range earning a rating of "Exceeds."

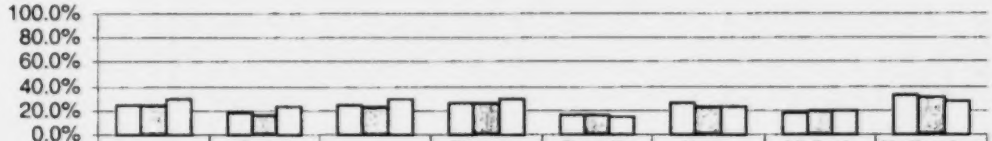


	USC - Beaufort	USC - Lancaster	USC - Salkehatchie	USC - Sumter	USC - Union
FY99	16.9%	27.0%	31.3%	21.0%	32.1%
FY00	19.7%	30.9%	35.4%	21.2%	35.1%
FY01	20.1%	20.6%	36.2%	23.0%	27.5%

State Technical and Comprehensive Education System, FY 1999 – FY 2001

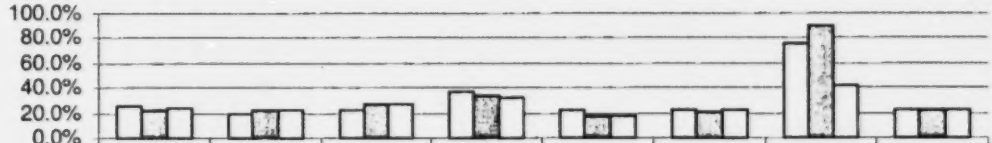
Administrative expenditures to academic expenditures are illustrated below for the last three years. Unrestricted funds only are shown, and fund transfers are excluded. The "Achieves" range for all but four of the Technical Colleges is 23 to 30%, with scores below the range earning a rating of "Exceeds." The exceptions, Denmark Technical College, Northeastern Technical College, Technical College of the Lowcountry, and Williamsburg Technical College, the four smallest technical colleges, have an "Achieves" range of 25% to 34%.

Ratio of Administrative Costs to Academic Costs, Expressed as Percent



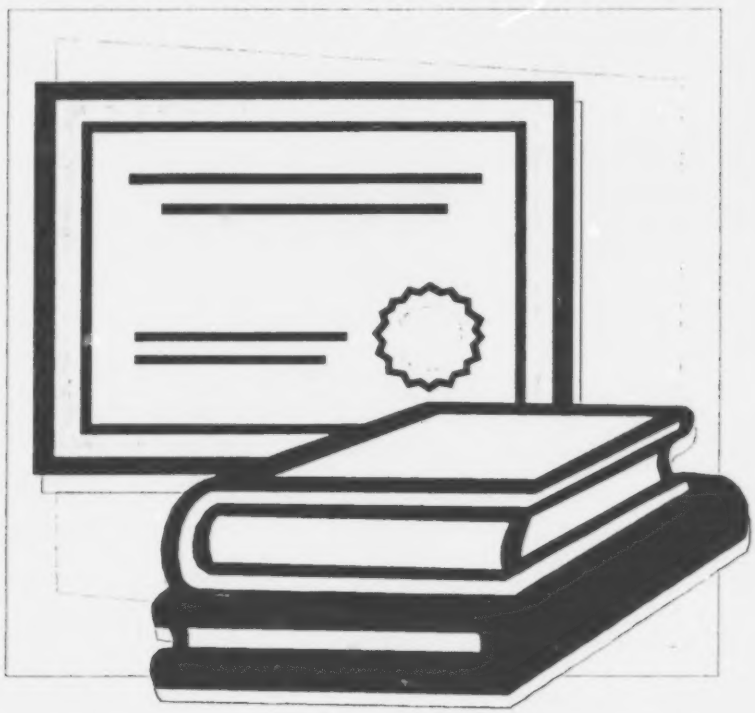
	Aiken Tech	Central Carolina Tech	Denmark Tech	Florence-Darlington	Greenville Tech	Horry-Georgetown	Midlands Tech	Northeastern Tech
FY99	25.4%	18.8%	25.3%	25.6%	16.5%	25.8%	17.3%	33.4%
FY00	24.9%	16.5%	23.7%	25.6%	16.1%	22.7%	20.3%	31.9%
FY01	29.1%	22.3%	30.1%	28.8%	14.8%	23.4%	20.1%	28.0%

Ratio of Administrative Costs to Academic Costs, Expressed as Percent



	Orangeburg-Calhoun	Piedmont Tech	Spartanburg Tech	Tech Coll. of LowCountry	Tri-County Tech	Trident Tech	Williamsburg Tech	York Tech
FY99	26.1%	19.2%	23.2%	36.9%	22.1%	23.1%	75.7%	23.2%
FY00	23.3%	23.2%	27.9%	34.2%	17.6%	20.4%	89.8%	22.4%
FY01	24.0%	22.8%	28.0%	32.6%	17.6%	22.1%	42.4%	22.2%

Section 6
Entrance Requirements



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ENTRANCE REQUIREMENTS

The Commission on Higher Education (CHE) collects data on institutions' entrance requirements, preparation of entering freshmen, and developmental course offerings. Portions of these data are used in performance funding evaluations for Critical Success Factor 6,

Effective in Year 6 (2001-02), Indicator 6A - SAT and ACT Scores of Entering Freshmen, and 6B – High School Standing, Grade Point Averages (GPA) were combined in a single indicator measuring entrance credentials of first-time entering freshmen. This indicator applies to the Research Sector (except MUSC), the Teaching Sector, and Two-Year Branches of USC. A comparable measure has been implemented for MUSC. See Figure 6.1 for additional details and data.

Data on SAT and ACT scores and high school rank and GPA's (Figure 6.1) indicate a general increase in admission standards for research universities and four-year colleges and universities and a mixed outcome for two-year branches of USC.

Table 6.1 outlines the success of students in developmental courses. The research universities, however, do not offer these courses and the four-year colleges and universities have reduced or eliminated developmental courses entirely.

Act 255 of 1992, as amended, requires information to be reported on the "percent of graduate students who received undergraduate degrees at the institutions, within the State, within the United States, and from other nations." This information can be found in Table 6.2, with two years of data shown.

Admission standards for South Carolina's public in-state institutions are addressed more thoroughly in Table 6.3 and Figures 6.3 and 6.4. The data excerpted here are from a report on admissions standards that is prepared annually by CHE's Division of Academic Affairs and can be accessed at www.che400.state.sc.us. A summary of the report is provided in the illustrations named above.

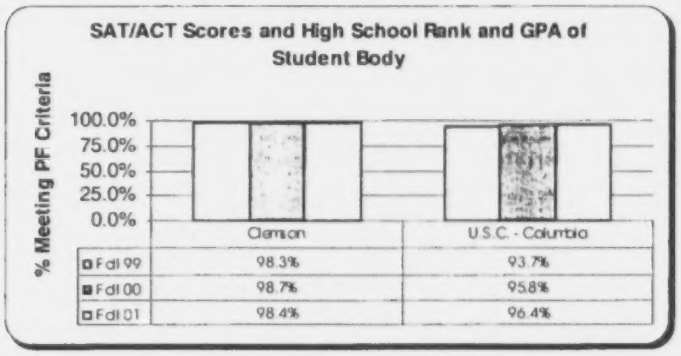
Qualifications of Entering Freshmen

Performance Indicator 6A/B– SAT Scores of the Student Body/High School Standing, Grade Point Average, and Activities of the Student Body measures the percent of first-time freshmen who meet or exceed Commission-approved target scores on the SAT or ACT, high school grade point average, or high school class standing. The composite SAT and ACT scores for all first-time entering freshmen test takers including provisional students are considered. The data shown below are representative of SAT scores of 1000 and higher and ACT scores of 21 and higher, a GPA of at least 3.0 on a 4.0 scale, or class standing in the top 30%.

A comparable version of this measure was approved for MUSC beginning in Year 6. This measure assesses first-time entering graduate and first professional entering credentials. Scores on the Medical College Admissions Test (MCAT-26.6), Dental Admission Test (DAT-34), Pharmacy College Admission Test (PCAT-200), Graduate Record Exam (GRE-1587 for all three parts), Graduate Management Admissions Test (GMAT-521), college GPA (at least 3.0 on a 4 point scale), and class standing (top 30%) are considered. The range for "Achieves" is 70% to 85%, and MUSC had 94.4% of its entering first-time graduate students and first professionals meeting the criteria in Year 6.

This measure is not applicable to the Technical College Sector. Additional details on the measure can be found in the performance funding workbook, Year 6 Supplement.

Figure 6.1 **Source: CHEMIS Data**

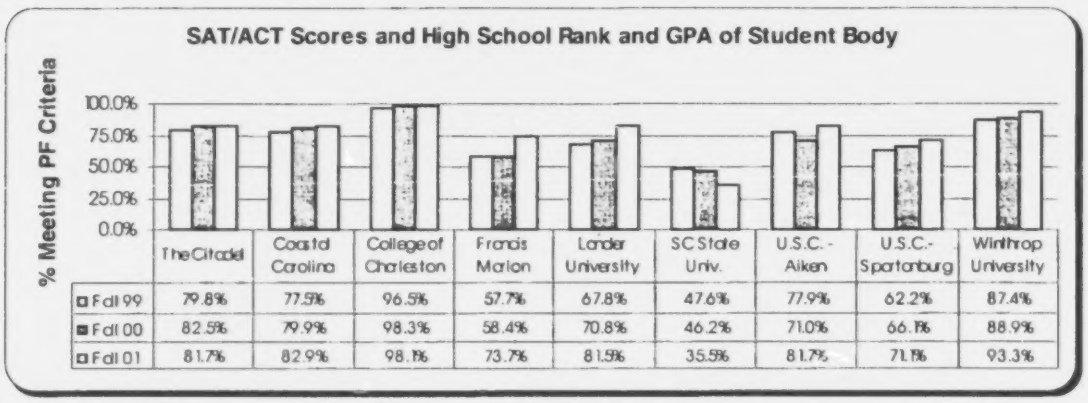


Research Universities
Fall 1999 – Fall 2001

For Fall 2001 data, an "Achieves" range of 75% to 89.9% applied. Above this range is scored as "Exceeds."

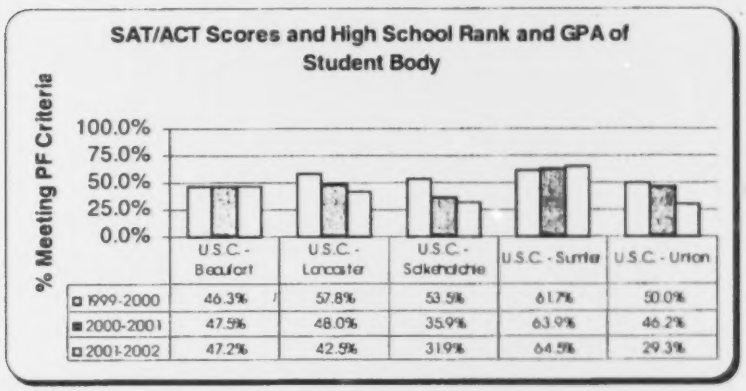
Four-Year Colleges and Universities, Fall 1999 – Fall 2001

For Fall 2001 data, an "Achieves" range of 50% to 79.9% applied. Above this range is scored as "Exceeds."



Two-Year Institutions-Branches of USC
Fall 1999 – Fall 2001

For Fall 2001 data, an "Achieves" range of 20% to 49.9% applied. Above this range is scored as "Exceeds."



Success of Students in Developmental Courses

Students are usually enrolled in developmental courses because they have been determined by the institution to lack certain skills that are needed for college level work. None of the research universities provide such courses. A shrinking number of public institutions offer from one to three courses in such areas as written composition, reading, and mathematics. These courses are being phased out in the four-year colleges and universities. During the period for which the data in this table were collected, several senior institutions contracted with a nearby technical college to offer some developmental courses. Students who complete such courses at technical colleges are not included in this report.

Table 6.1 **Source: Institutional IE Reports to CHE and CHEMIS Data**

			INDIVIDUAL STUDENTS		COURSE REGISTRATION		
Institution	**YEAR** (Fall Term)	**ENROLLMENT** - Full Time, First-Time Freshmen (CHEMIS Data)	# Taking at least one dev. course	% Taking at least one dev. course	# Exiting all dev. courses	# Completing appropriate entry-level courses	% Completing appropriate entry-level courses
Four-Year Colleges & Universities							
Citadel Coastal Carolina Winthrop USC-Aiken		These 4 institutions have had no remedial courses in this time-frame					
College of Charleston	1998	1,935	46	2%	39	35	90%
	1999	2,074	48	2%	31	30	97%
	2000	2,001	39	2%	36	32	89%
Francis Marion	1998	646	40	6%	33	28	85%
	1999	570	36	6%	34	24	71%
	2000	603	22	4%	18	11	61%
Lander	1998	487	72	15%	56	42	75%
	1999	N/A	N/A	N/A	N/A	N/A	N/A
	2000	N/A	N/A	N/A	N/A	N/A	N/A
SC State	1998	739	361	49%	375	319	85%
	1999	680	101	15%	97	93	96%
	2000	569	35	6%	35	35	100%
USC-Spartanburg	1998	547	149	27%	100	69	69%
	1999	N/A	N/A	N/A	N/A	N/A	N/A
	2000	N/A	N/A	N/A	N/A	N/A	N/A

Sources of First-Time Degrees for Graduate Students

The following table summarizes the data on the sources of undergraduate degrees for first-time, degree-seeking graduates at the state's public institutions. Two years of data are shown in the table.

Table 6.2 **Source: CHEMIS Data**

Institution	Year	First-time, Degree-seeking Graduate Enrollment	Undergraduate Degrees Were Received From :									
			Reporting Institution		Other SC Institutions		Other U.S. Institutions		Non-U.S. Institutions		Unknown	
			#	%	#	%	#	%	#	%	#	%
Research Universities												
Clemson	Fall 00	744	178	23.9%	108	14.5%	193	25.9%	203	27.3%	62	8.3%
	Fall 01	788	196	24.9%	131	16.6%	194	24.6%	186	23.6%	81	10.3%
USC Columbia	Fall 00	1003	5	0.5%	85	8.5%	768	76.6%	145	14.5%	0	0.0%
	Fall 01	864	0	0.0%	139	16.1%	582	67.4%	143	16.6%	0	0.0%
MUSC	Fall 00	264	2	0.8%	145	54.9%	103	39.0%	11	4.2%	3	1.1%
	Fall 01	212	0	0.0%	30	14.2%	109	51.4%	0	0.0%	73	34.4%
Sector Totals	**Fall 00**	**2,011**	**185**	**9.2%**	**338**	**16.8%**	**1064**	**52.9%**	**359**	**17.9%**	**65**	**3.2%**
	Fall 01	**1864**	**196**	**10.5%**	**300**	**16.1%**	**885**	**47.5%**	**329**	**17.7%**	**154**	**8.3%**
Four-Year Colleges & Universities												
Citadel	Fall 00	191	12	6.3%	82	42.9%	70	36.7%	0	0.0%	27	14.1%
	Fall 01	263	23	8.8%	120	45.6%	83	31.6%	0	0.0%	37	14.1%
Coastal Carolina	Fall 00	21	0	0.0%	10	47.6%	4	19.0%	0	0.0%	7	33.3%
	Fall 01	9	0	0.0%	0	0.0%	0	0.0%	0	0.0%	9	100%
Coll. Of Charleston	Fall 00	127	34	26.8%	58	45.7%	1	0.8%	0	0.0%	0	0.0%
	Fall 01	159	61	38.4%	28	17.6%	67	42.1%	3	1.9%	0	0.0%
Francis Marion	Fall 00	42	11	26.2%	16	38.1%	15	35.7%	0	0.0%	0	0.0%
	Fall 01	38	18	47.4%	12	31.6%	8	21.0%	0	0.0%	0	0.0%
Lander	Fall 00	20	11	55.0%	9	45.0%	0	0.0%	0	0.0%	0	0.0%
	Fall 01	17	5	29.4%	9	52.9%	2	11.8%	1	5.9%	0	0.0%
SC State	Fall 00	81	22	27.2%	22	27.2%	14	17.3%	0	0.0%	23	28.4%
	Fall 01	116	14	12.1%	13	11.2%	2	1.7%	0	0.0%	87	75.0%
USC-Aiken	Fall 00	7	0	0.0%	0	0.0%	7	100%	0	0.0%	0	0.0%
	Fall 01	5	0	0.0%	1	20.0%	4	80.0%	0	0.0%	0	0.0%
USC-Spartanburg	Fall 00	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Fall 01	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Winthrop	Fall 00	231	69	29.9%	65	28.1%	86	37.2%	9	3.9%	3	1.1%
	Fall 01	237	82	34.6%	56	23.6%	85	35.9%	11	4.6%	3	1.3%
Sector Totals	Fall 00	720	159	22.1%	262	36.4%	197	24.4%	9	1.3%	60	8.3%
	Fall 01	844	203	24.1%	239	28.3%	251	29.7%	15	1.8%	136	16.1%

Admission Standards

Annually, SC public institutions of higher education report to the Commission on Higher Education (CHE) on admission standards for first-time entering freshmen. The Division of Academic Affairs compiles a report, "Annual Report on Admission Standards for First-Time Entering Freshmen," based on information submitted from institutions. A copy of the full report can be found at http://www.che400.state.sc.us and then selecting the Division of Academic Affairs. Some of the data reported include high school course prerequisites for college admission taken by applicants, SAT/ACT scores of applicants, provisional admissions, and applications, acceptance and enrollment. Table 6.3 details the number and percent of students who applied for and were offered admission at each public senior institution. Over the three years shown, the number of applications to South Carolina's public senior institutions has shown a higher increase than the number of applicants offered admission. The overall percent offered admission shows a decline across the past three years.

Table 6.3 Applications and Admission Offers, SC Senior Public Institutions, Fall 1999 to Fall 2001
Source: From CHE's "Annual Report on Admission Standards for First-time Entering Freshmen"

	Fall 2001			Fall 2000			Fall 1999		
	Applications Received	Number Offered Admission	Percent Offered Admission	Applications Received	Number Offered Admission	Percent Offered Admission	Applications Received	Number Offered Admission	Percent Offered Admission
Total for SC Senior Inst.	47,321	30,984	65.5%	45,160	29,922	66.3%	42,615	29,209	69.0%
Research Institution Total	22,493	13,652	60.7%	20,431	13,587	66.5%	19,663	13,328	68.0%
Clemson	11,315	5,864	51.8%	10,472	6,685	63.8%	9,501	6,484	68.0%
USC Columbia	11,178	7,788	68.7%	9,959	6,902	69.3%	10,162	6,844	67.0%
Four-Yr Colleges and Universities Total	24,828	17,332	69.8%	24,729	16,335	66.1%	22,952	15,901	69.0%
Citadel	1,922	1,296	67.4%	1,804	1,449	80.3%	1,507	1,198	79.0%
Coastal	3,094	2,296	74.2%	2,533	1,813	71.6%	2,420	1,753	72.0%
Coll of Charleston	8,356	5,471	65.5%	7,953	5,321	66.9%	7,208	4,799	67.0%
Francis Marion	1,657	1,281	77.3%	1,632	1,257	77.0%	1,520	1,216	80.0%
Lander	1,539	1,307	84.9%	1,441	1,165	80.8%	1,438	1,227	85.0%
SC State	2,295	1,837	80.0%	3,720	1,487	40.0%	3,420	1,708	50.0%
USC Aiken	1,237	708	57.2%	1,321	846	64.0%	1,193	696	58.0%
USC Spartanburg	1,519	747	49.2%	1,356	834	61.5%	1,232	1,043	85.0%
Winthrop	3,207	2,389	74.5%	2,969	2,163	72.9%	3,014	2,261	75.0%

Figure 6.2 Percent of Applicants Offered Admission who Subsequently Accepted and Enrolled, Fall 1999 to Fall 2001
Source: CHE's "Annual Report on Admission Standards for First-time Entering Freshmen"

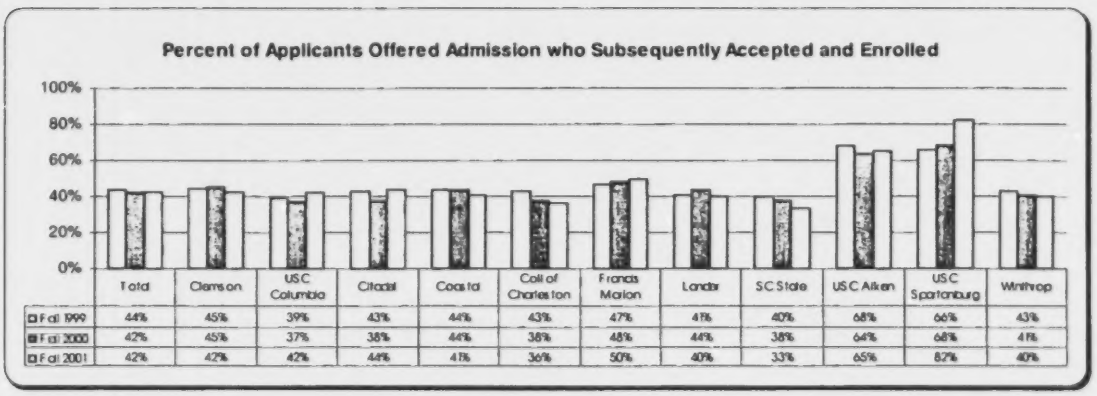


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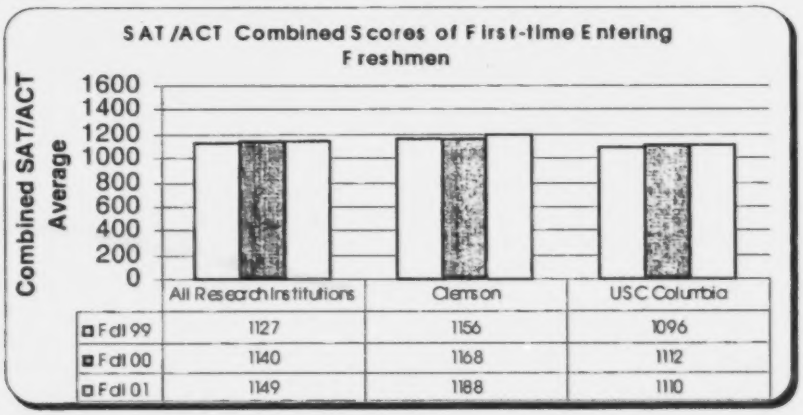
Figure 6.4 shows a comparison of the average SAT or ACT combined scores of first-time entering freshmen for each institution for 1999, 2000, and 2001. In order to calculate the average, ACT scores are converted to SAT equivalents using the ACT/SAT Concordance tables. All entering freshmen including foreign, provisional and students over 22 years old are included. The data in Figure 6.4 are reviewed annually by the CHE as part of its annual report on admission standards of first-time entering freshmen.

Figure 6.3 Average SAT/ACT Combined Scores of ALL first-time entering freshmen for 4- and 2-year SC public institutions

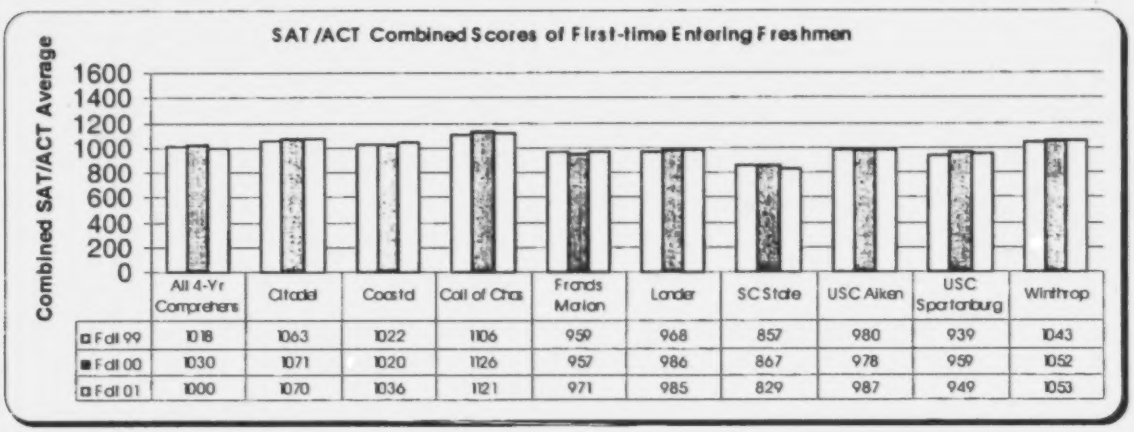
Source: From CHE's "Annual Report on Admission Standards for First-time Entering Freshmen"

Research Universities



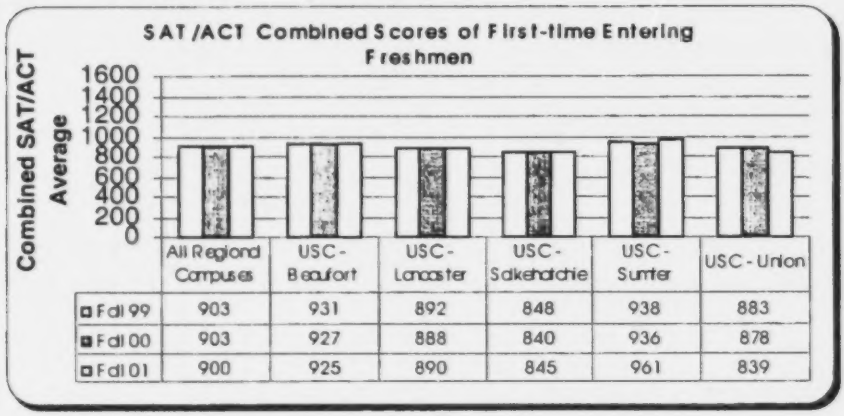
	All Research Institutions	Clemson	USC Columbia
Fall 99	1127	1156	1096
Fall 00	1140	1168	1112
Fall 01	1149	1188	1110

Teaching Universities



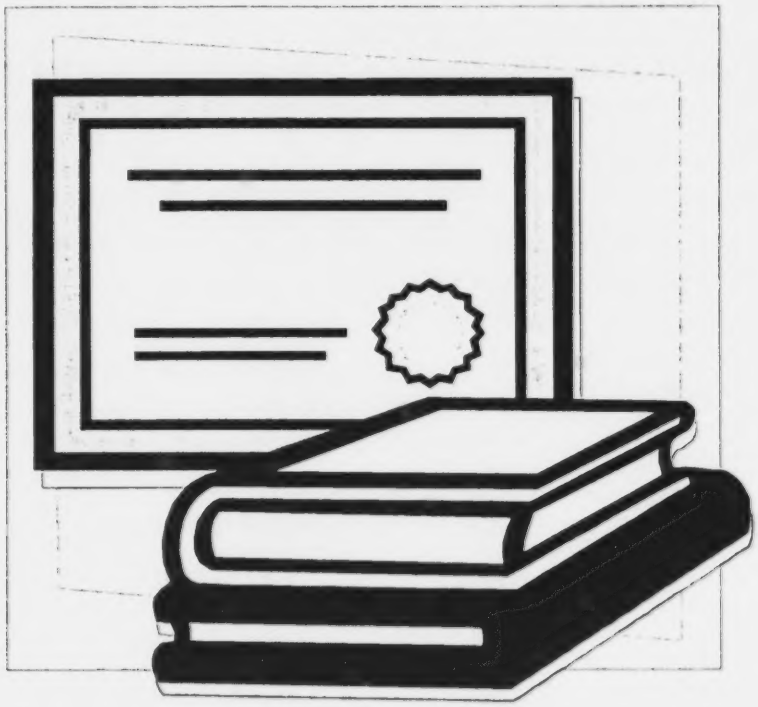
	All 4-Yr Comprehens	Citadel	Coastal	Coll of Chas	Francis Marion	Lander	SC State	USC Aiken	USC Spartanburg	Winthrop
Fall 99	1018	1063	1022	1106	959	968	857	980	939	1043
Fall 00	1030	1071	1020	1126	957	986	867	978	959	1052
Fall 01	1000	1070	1036	1121	971	985	829	987	949	1053

Two-Year Regional Campuses of USC



	All Regional Campuses	USC-Beaufort	USC-Lancaster	USC-Salkehatchie	USC-Sumter	USC-Union
Fall 99	903	931	892	848	938	883
Fall 00	903	927	888	840	936	878
Fall 01	900	925	890	845	961	839

Section 7
Graduates' Achievements



GRADUATES' ACHIEVEMENTS

This past year, the Commission on Higher Education (CHE) has evaluated graduates' achievements based on graduation rates (Performance Indicator 7A), and scores on licensure and professional examinations (Performance Indicators 3E2a, 3E2b, and 7D). The Commission worked with the regional campuses in developing its sector focused measure, 7E, Number of Graduates Who Continued Their Education. The measure developed in Year 6 is a cohort based measure of the percent of students who earn a baccalaureate degree within six years from a four year degree granting institution. Additionally, the Commission has been working with the Technical Sector institutions to develop appropriate measures of employment rate and employer feedback (Performance Indicators 7B and 7C). Data for 7B, 7C, and 7E are unavailable this year since the measures were under development.

This past year, the graduation rate measure remained the same for the USC – Columbia, Clemson, teaching institutions, and regional campuses. A measure of graduation rates of graduate students was implemented for MUSC in Year 6 (2001-2002). This measure captures the percent of first-time, full-time graduate students, except those in Ph. D. programs, and first professional students who complete graduate degree programs within an allowable timeframe.

For applicability in upcoming years, the Commission worked with two-year institutions in defining an expanded graduation rate measure better focused on the mission of South Carolina's regional campuses and technical colleges. The new measure is cohort-based assessing graduation within 150% of normal program time, transfer-out within 150% of normal program time or continued enrollment following 150% of normal program time. The measure will use the same cohort of students as defined in graduation rate information presented on the following pages. During Year 6, baseline data were collected and measurement definitions were refined. The measures will be implemented in Year 7 and reported for the first-time in the 2004 "A Closer Look." Data for Indicator 7A are presented by Sector in Figure 7.1.

For additional information on degrees awarded, undergraduate and graduate, in South Carolina, the reader is referred to the CHE's publication "Higher Education Statistical Abstract for South Carolina." A copy of the 2002 edition and several past years are available on-line by selecting "Publications" on the Commission's home page.

Graduation Rate – Four- and Two-Year Institutions (IPEDS Survey)

Graduation rates reflect the ability of institutions to attract, select, and retain students qualified to succeed in the institution's curriculum. Although graduation rates may reflect the quality of the institution and its students, other factors such as the number of students who move between full-time and part-time status, withdraw for personal or financial reasons, or transfer to other institutions also influence graduation rates. The information below is taken from a nationally-recognized standard federal form, the Integrated Postsecondary Education Data System (IPEDS) Graduation Rate Survey and includes first-time, full-time, degree-seeking students identified at enrollment. **First-time, full-time students** include undergraduates only who have entered college for the first time and are enrolled for at least 12 credit hours. The data in Table 7.1 and on the following pages reflect students entering institutions during Fall 1995 for four-year institutions and Fall 1998 for two-year institutions. As described above, performance funding holds institutions accountable for the percent of entering degree-seeking freshmen who graduate within 150% of normal program time. Data used in performance funding are found in Figure 7.1 in which a three-year history is shown.

Table 7.1 Graduation Rate – IPEDS

Source: 2001 IPEDS Graduation Rate Survey

PUBLIC SENIOR INSTITUTIONS

Number and Percent of First-Time, Full-Time, Degree-Seeking Freshmen Entering in Fall 1995 and Graduating within Four Years or Less, Five Years or Less, and Six Years or Less

Institution	Fall 1995 Full-Time Cohort	Number Graduating W/In 4 Yrs.[1]	Percent Graduating W/In 4 Yrs.[1]	Number Graduating W/In 5 Yrs.[1]	Percent Graduating W/In 5 Yrs.[1]	Number Graduating W/In 6 Yrs.	% Graduating Within 6 Yrs. or W/In 150% of Normal Time[2]
Research Universities							
Clemson	2,559					1,762	68.9%
USC Columbia	2593					1,509	58.2%
MUSC	300[3]					275	91.7%
Citadel	499					351	70.3%
Coastal Carolina	737					273	37.0%
Coll. of Chas.	1,748					989	56.6%
Francis Marion	757					271	35.8%
Lander	477					229	48.0%
SC State	859					388	45.2%
USC Aiken	379					150	39.6%
USC Spartanburg	439					150	34.2%
Winthrop	868					481	55.4%
GRAND TOTAL	**12,215**					**6,828**	**55.9%**

[1] This data is not available from IPEDS for the1995 cohort

[2] Rate used for assessing institutional performance under Performance Funding Indicator 7A for the 2000-2001 performance year.

[3] First-time, full-time graduate students, except those in PhD programs, and first professional students

TWO-YEAR INSTITUTIONS-BRANCHES OF USC

Number and Percent of First-Time, Full-Time, Degree-Seeking Freshmen Entering in Fall 1998 and Graduating W/In Three Years or 150% of Normal Time to Complete Program

Institution	Fall 1998 Full-Time Cohort	Number Graduating W/In 150%	Percent Graduating W/In 150%[1]
USC Beaufort	101	17	16.8%
USC Lancaster	180	64	35.6%
USC Salkehatchie	119	31	26.1%
USC Sumter	157	39	24.8%
USC Union	62	14	22.6%
Total	**619**	**165**	**26.7%**

[1] Rate used for assessing institutional performance under Performance Funding Indicator 7A for the 2001-2002 performance year

Graduation Rate – IPEDS

State Technical and Comprehensive Education System

Number and Percent of First-Time, Full-Time, Degree-Seeking Freshmen
Entering in Fall 1998 and Graduating W/In Three Years or
150% of Normal Time to Complete Program

Institution	Fall 1998 Full-Time Cohort	Number Graduating W/In 3Yrs.[1]	Percent Graduating W/In 3Yrs.[1]	Number Graduating W/In 150%	Percent Graduating W/In 150%[2]
Aiken	265			22	8.3%
Central Carolina	256			20	7.8%
Denmark	294			73	24.8%
Florence-Darlington	641			84	13.1%
Greenville	1,214			137	11.3%
Horry-Georgetown	493			93	18.9%
Midlands	1,166			96	8.2%
Northeastern	162			18	11.1%
Orangeburg-Calhoun	320			74	23.1%
Piedmont	444			87	19.6%
Spartanburg	542			101	18.6%
TCL	133			20	15.0%
Tri-County	583			109	18.7%
Trident	842			105	12.5%
Williamsburg	81			17	21.0%
York	436			51	11.7%
Total	**7,872**			**1,107**	**14.1%**

[1] This data is not available from IPEDS for the1995 cohort
[2] Rate used for assessing institutional performance under Performance Funding Indicator 7A for the 1999-00 performance year.

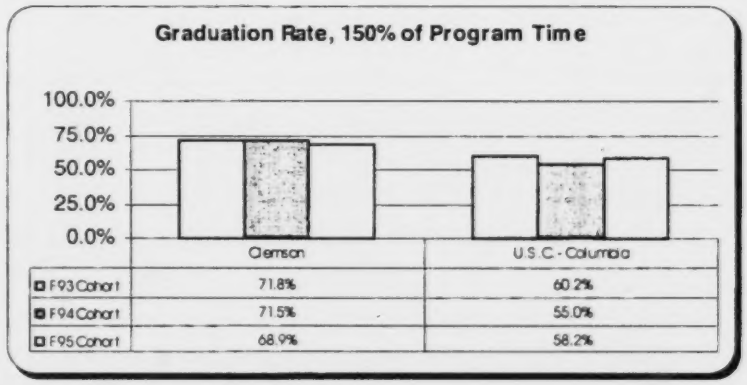
Performance Funding Graduation Rate

For **Performance Funding Indicator 7A – Graduation Rates,** institutions are assessed based on the percent of first-time, full-time, degree-seeking undergraduate freshmen receiving degrees within 150% of normal time. Generally, 150% of normal program time is three years for a two-year degree and six years for a four-year degree. Shown below are data from the IPEDS rates highlighted in Table 7.1. The reader should note that Figure 7.1 shows graduation results for students in cohorts entering in Fall 1993, 1994, and 1995 for four-year institutions and cohorts entering in Fall 1996, 1997, and 1998 for two-year institutions. As noted in Table 7.1, data for the 1995 and 1998 cohorts are comparable to the percents displayed for graduation within six years or 150% of normal time for the four-year institutions and within 150% of program time for the two-year institutions. A comparable indicator applied to MUSC, for which it had a 91.7% graduation rate as defined for its graduate (including Ph. D.) and first professional students.

Figure 7.1 **Source: CHEMIS Data**

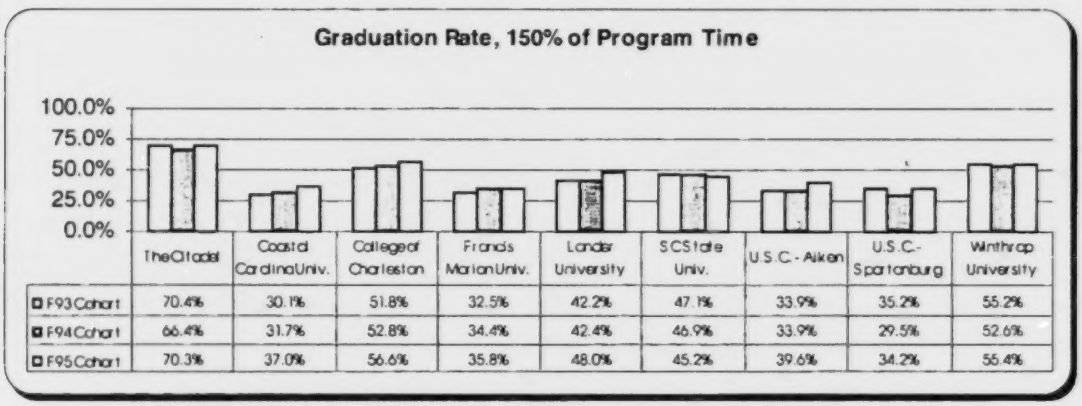
Research Universities
1993, 1994, and 1995 Cohorts

The figure displayed at left represents the percent of first-time, full-time, degree-seeking undergraduate freshmen who received degrees within 150% of program time. The range for an "Achieves" for the 1995 cohort was 64% to 67% for Clemson and 53% to 61% for USC. These ranges were based on national peer data for each.



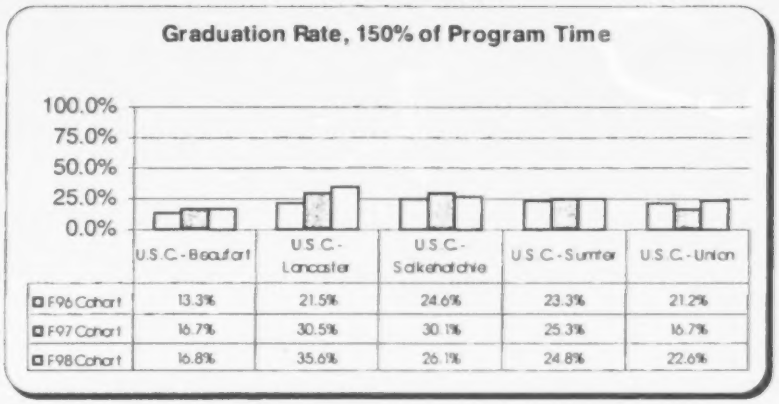
Four-Year Colleges and Universities – 1993, 1994, and 1995 Cohorts

The figure below displays the percent of first-time, full-time, degree-seeking undergraduate freshmen receiving degrees at each four-year college and university within 150% of program time. The "Achieves" range for the 1995 cohort for these institutions was 36% to 49%. This range was based on data available from comparable four-year institutions.



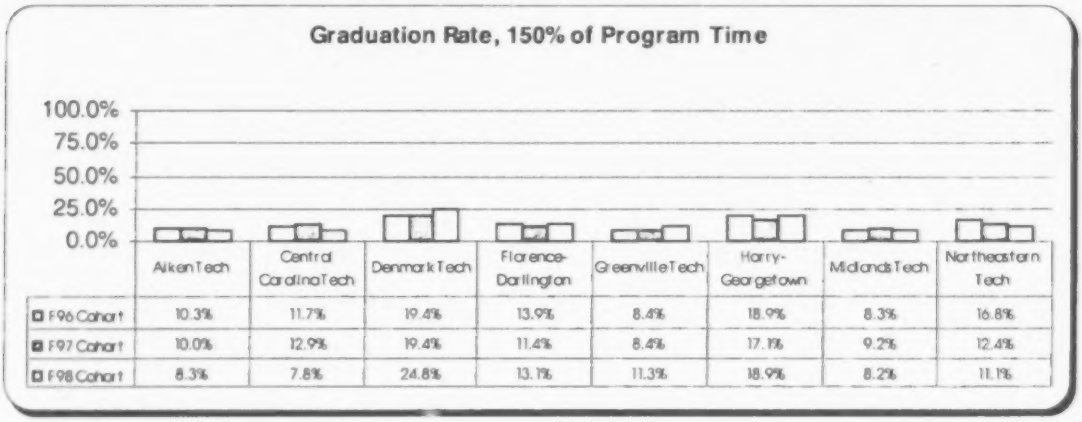
Two-Year Institutions-Branches of USC
1996, 1997 and 1998 Graduating Cohorts

The table at right displays those first-time, full-time, degree-seeking undergraduate freshmen who received degrees within 150% of program time. The "Achieves" range for the 1998 cohort for these institutions was 15% to 31%. This range was based on data available from comparable two-year institutions.

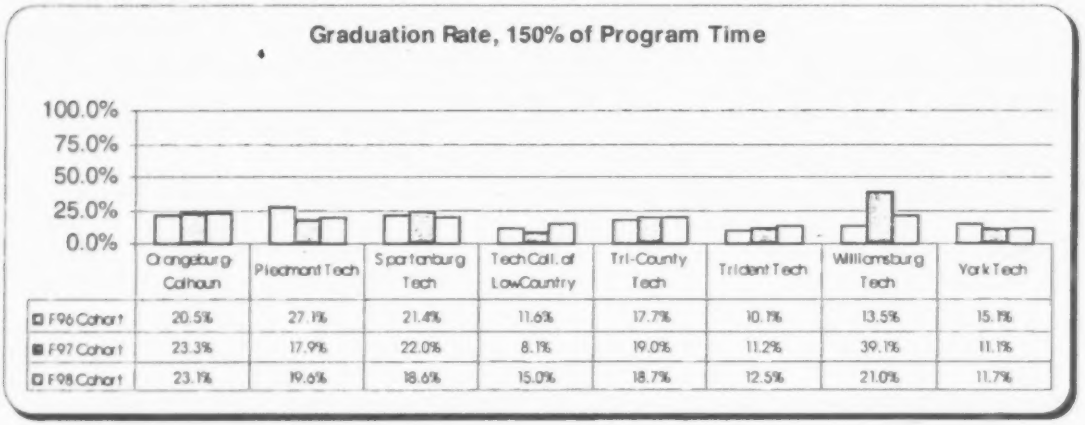


	U.S.C.-Beaufort	U.S.C.-Lancaster	U.S.C.-Salkehatchie	U.S.C.-Sumter	U.S.C.-Union
F96 Cohort	13.3%	21.5%	24.6%	23.3%	21.2%
F97 Cohort	16.7%	30.5%	30.1%	25.3%	16.7%
F98 Cohort	16.8%	35.6%	26.1%	24.8%	22.6%

State Technical and Comprehensive Education System - 1996, 1997 and 1998 Graduating Cohorts
The figures below represent the percent of first-time, full-time degree-seeking undergraduate freshmen who received degrees within 150% of program time. The "Achieves" range for the 1998 cohort for these institutions was 10 to 24%. This range was based on data available from comparable two-year institutions.



	Aiken Tech	Central Carolina Tech	Denmark Tech	Florence-Darlington	Greenville Tech	Horry-Georgetown	Midlands Tech	Northeastern Tech
F96 Cohort	10.3%	11.7%	19.4%	13.9%	8.4%	18.9%	8.3%	16.8%
F97 Cohort	10.0%	12.9%	19.4%	11.4%	8.4%	17.1%	9.2%	12.4%
F98 Cohort	8.3%	7.8%	24.8%	13.1%	11.3%	18.9%	8.2%	11.1%



	Orangeburg Calhoun	Piedmont Tech	Spartanburg Tech	Tech Coll. of LowCountry	Tri-County Tech	Trident Tech	Williamsburg Tech	York Tech
F96 Cohort	20.5%	27.1%	21.4%	11.6%	17.7%	10.1%	13.5%	15.1%
F97 Cohort	23.3%	17.9%	22.0%	8.1%	19.0%	11.2%	39.1%	11.1%
F98 Cohort	23.1%	19.6%	18.6%	15.0%	18.7%	12.5%	21.0%	11.7%

Graduation Rate – Research, Teaching, and Two-Year Institutions (Southern Regional Education Board)

Southern Regional Education Board States Compared to South Carolina

South Carolina is a member of the Southern Regional Education Board (SREB), which is comprised of 16 states in the southeast. The SREB collects data on an annual basis on various types of information from all member institutions and publishes it in their "SREB State Data Exchange." The following table (7.2) on graduation rates is taken from the 2000 – 2001 publication.

Table 7.2 **Source: 2000 - 2001 SREB State Data Exchange**

(THESE DATA ARE NOT CURRENTLY AVAILABLE FROM SREB. THEY WILL BE ADDED WHEN AVAILABLE)

All Public Four-Year Colleges and Universities

SREB States	% Completing a Bachelor's at Institution of Initial Enrollment W/in 150% of Normal Time	% Still Enrolled at Institution of Initial Enrollment	% Transferring Out within 150% of Normal Time Meeting Federal Documentation Standards
Alabama			
Arkansas			
Delaware			
Florida			
Georgia			
Kentucky			
Louisiana			
Maryland			
Mississippi			
North Carolina			
Oklahoma			
South Carolina			
Tennessee			
Texas			
Virginia			
West Virginia			

"--" Indicates data not available; the system for tracking transfers is still in development

[1] Members of the initial cohort who were deceased, became totally and permanently disabled, left school to serve in the armed forces or a federal foreign aid service such as the Peace Corps, or who left school to serve on an official church mission are subtracted from the cohort before percentages are calculated. Members of the initial cohort who completed only an award below the baccalaureate level, those who completed a bachelor's but not within 150 percent of normal time and those who did not earn any certificate or degree and are not still enrolled are not counted in the columns shown.

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Graduation Rate – Senior and Two-Year Institutions - Southern Regional Education Board (cont.)

(THESE DATA ARE NOT CURRENTLY AVAILABLE FROM SREB. THEY WILL BE ADDED WHEN AVAILABLE)

	Public Two Year Institutions		
SREB States	% Completing a Degree or Certificate less than Bachelor's or Equivalent Degree at Institution of Initital Enrollment W/in 150% of Normal Time	% Still Enrolled at Institution of Initial Enrollment	% Transferring Out within 150% of Normal Time Meeting Federal Documentation Standards
Alabama			
Arkansas			
Delaware			
Florida			
Georgia			
Kentucky			
Louisiana			
Maryland			
Mississippi			
North Carolina			
Oklahoma			
South Carolina			
Tennessee			
Texas			
Virginia			
West Virginia			

"--" Indicates data not available; the system for tracking transfers is still in development

[1] Members of the initial cohort who were deceased, became totally and permanently disabled, left school to serve in the armed forces or the federal foreign aid service such as the Peace Corps, or who left school to serve on an official church mission are subtracted from the cohort before percentages are calculated. Members of the cohort who completed only an award but not within 150 percent of normal time and those who did not earn any certificate or degree and are not still enrolled are not counted in the columns show.

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Student Performance on Professional Examinations

The following tables (7.3 - 7.5) summarize graduates' performances on various professional examinations. These examinations are designed to measure minimum knowledge necessary for licensing or to practice in the designated profession. Institutions are required to report data on first-time test takers (with the exception of the PRAXIS Series, which includes all test takers) for the set time period. The Commission on Higher Education (CHE) obtains comparable data (when available) on national and state pass rates for each exam reported. These data are displayed in Table 7.4 The following table lists data from each institution on individual exams taken between April 1 – March 31 of the years is reported. For **Performance Funding Indicator 7D – Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests,** data displayed in Table 7.3 are collapsed by CHE to provide a single overall passing average for institutions as shown in Table 7.5.

Table 7.3 – Student Performance on Professional Examinations by Exam by Year for SC's Public Institutions
Source: Institutional IE Reports to CHE

The following table lists data from each institution on individual exams taken between April 1 – March 31 of the years reported . Exam data from the most recent three year period are included. Data for exams reported in timeframes not corresponding to the April-March period (e.g. "Jan-Jun 1997" or "ongoing during 1999 or 2000") were included as data reported from April to December of the year reported. Some historical information has been updated to reflect verified data.

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2001-2002			2000-2001			1999-2000		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
ACC National Certif. Exam. in Nurse Midwifery	MUSC	6	6	100%	6	5	83.0%	8	8	100%
Accredited Record Technician	See Registered Health Information Technician									
Aircraft Maintenance - Airframe	Greenville Tech	2	2	100%				2	2	100%
	Trident Tech	4	4	100%	2	2	100%	3	3	100%
Aircraft Maintenance - General	Greenville Tech	2	1	50.0%				3	3	100%
	Trident Tech	3	3	100%	1	1	100%	3	3	100%
Aircraft Maintenance - Powerplant	Greenville Tech	1	1	100%				6	6	100%
	Trident Tech	1	1	100%	2	2	100%			
American Bd of Cardiovascular Perfusion Exam Part I (PBSE)	MUSC	7	7	100%	8	8	100%	8	6	75.0%
American Bd of Cardiovascular Perfusion Exam Part II (CAPE)	MUSC	4	4	100%	9	9	100%	4	4	100%
American Nurses Credentialing Center Nat'l Exam-Adult Nurse Practitioner	USC-Columbia							1	1	100%
	MUSC	7	6	85.7%	8	8	100%	2	2	100%
American Nurses Credentialing Center Nat'l Exam-Family Nurse Practitioner	USC-Columbia	11	10	90.9%	36	33	91.7%	18	17	94.4%
	Clemson	19	19	100%						
	MUSC	12	8	66.7%	26	25	96.2%			

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2001-2002			2000-2001			1999-2000		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
American Nurses Credentialing Center Nat'l Exam-Gerontological Nurse Practitioner	Clemson	6	6	100%						
American Nurses Credentialing Center Nat'l Exam-Acute Care Nurse Practitioner	USC-Columbia	1	1	100%	10	9	90.0%			
American Nurses Credentialing Center Nat'l Exam – Pediatric Nurse Practitioner	MUSC	Students took the National Certification Board of Pediatric Nurse Practitioners and Nurses			4	4	100%	1	1	100%
Barbering	Denmark Tech	8	8	100%	9	8	88.9%	9	9	100%
Certification Exam. For Entry Level Respiratory Therapy Practitioners (CRTT)	Florence-Darlington	8	2	25.0%	13	13	100%	5	5	100%
	Greenville Tech	10	9	90.0%	6	5	83.3%	1	1	100%
	Midlands Tech	5	5	100%	10	9	90.0%			
	Orangeburg-Calhoun	6	6	100%	8	1	12.5%	1	0	0.00%
	Piedmont Tech	8	6	75.0%	6	6	100%	8	7	87.5%
	Spartanburg Tech	1	0	0.0%	11	4	36.4%	1	1	100%
	Trident Tech	8	7	87.5%	8	5	62.5%	3	3	100%
Certified Dental Assistant	Aiken Tech							1	1	100%
Due to reporting issues	Florence-Darlington							13	9	69.2%
with the Dental Assistant	Greenville Tech							3	3	100%
National Board, Inc.,	Midlands Tech							13	8	61.5%
these scores will not be	Spartanburg Tech							10	10	100%
reported this year.	Tri-County Tech							12	8	66.7%
	Trident Tech							2	2	100%
Certified Medical Assistant Exam	Central Carolina	3	2	66.7%	10	7	70.0%			
	Midlands Tech	2	1	50.0%	5	2	40.0%	9	5	55.6%
	Orangeburg-Calhoun	1	1	100%	8	4	50.0%	12	3	25.0%
	Spartanburg Tech	8	5	62.5%	8	7	87.5%	5	5	100%
	Trident Tech	19	14	73.7%	12	12	100%	13	7	53.8%
Certified Occupational Therapy Assistant (COTA)	Greenville Tech	8	6	75.0%	19	16	84.2%	20	16	80.0%
	Trident Tech	8	8	100%	10	7	70.0%	21	20	95.2%
Clinical Laboratory Scientist/Generalist, NCA	MUSC	12	12	100%	12	12	100%	8	7	87.5%
Clinical Laboratory Technician, NCA	Greenville Tech							1	1	100%
	Trident Tech				14	13	92.9%	2	2	100%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2001-2002			2000-2001			1999-2000		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
Cosmetology Examination	Denmark Tech	27	20	74.1%	30	21	70.9%	10	4	40.0%
	Florence-Darlington				4	4	100%	3	2	66.7%
	Tech Coll of Low Ctry	23	20	87.0%	3	3	100%	8	6	75.0%
	Trident Tech	16	14	87.5%	5	5	100%	7	7	100%
	Williamsburg Tech	4	2	50.0%	8	8	100%			
Council on Certification of Nurse Anesthetists Exam.	USC-Columbia	18	16	88.9%	14	12	85.7%	9	9	100%
	MUSC	10	10	100%	13	13	100%	14	14	100%
Emergency Medical Technician - NREMT Basic	Greenville Tech	18	15	83.3	17	15	88.2%	12	10	83.3%
Emergency Medical Technician - NREMT Intermediate	Greenville Tech	15	7	46.7%	17	14	82.4%	15	9	60.0%
Emergency Medical Technician - NREMT Paramedic	Greenville Tech	12	9	75.0%	10	8	80.0%	19	11	57.9%
Medical Laboratory Technician, ASCP	Florence-Darlington	6	4	66.7%	4	3	75.0%	3	3	100%
	Greenville Tech	5	4	80.0%	2	1	50.0%	7	5	71.4%
	Midlands Tech	6	6	100%	6	4	66.7%	6	4	66.7%
	Orangeburg-Calhoun	6	6	100%	5	4	80.0%	5	4	80.0%
	Spartanburg Tech	5	5	100%	4	4	100%	7	7	100%
	Tri-County Tech	12	10	83.3%	8	8	100%	13	11	84.6%
	Trident Tech	4	4	100%				10	10	100%
	York Tech	6	6	100%	10	9	90.0%	9	7	77.8%
Medical Technologist, ASCP	MUSC	14	14	100%	12	12	100%	8	7	87.5%
Multi-State Pharmacy Jurisprudence Exam (MPJE)	USC-Columbia	70	65	92.9%	69	65	94.2%	22	20	90.9%
	MUSC	46	42	91.3%	21	20	95.2%	25	23	92.0%
National Board Dental Exam. Part I	MUSC	54	50	92.6%	55	51	92.7%	54	50	92.6%
National Board Dental Exam. Part II	MUSC	49	46	93.9%	53	51	96.2%	51	46	90.2%
National Bd for Dental Hygiene Exam.	Florence-Darlington	15	15	100%	15	13	86.7%			
	Greenville Tech	29	29	100%	64	54	84.4%	22	19	86.4%
	Horry-Georgetown	14	13	92.9%						
	Midlands Tech	23	22	95.7%	57	54	94.7%	34	31	91.2%
	Trident Tech	19	18	94.7%	35	32	91.4%			
	York Tech	19	19	100%	14	13	92.9%	18	17	94.4%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2001-2002			2000-2001			1999-2000		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
National Council Licensure Exam.-Practical Nurse	Aiken Tech	19	19	100%	14	14	100%	22	19	86.4%
	Central Carolina	10	9	90.0%	14	14	100%	15	14	93.3%
	Florence-Darlington	98	98	100%	9	9	100%	16	16	100%
	Greenville Tech	45	44	97.8%	49	44	89.6%	37	37	100%
	Horry-Georgetown	4	3	75.0%	21	21	100%	14	10	71.4%
	Midlands Tech	57	55	96.5%	47	46	97.9%	52	48	92.3%
	Northeastern [1]	17	12	70.6%	21	15	71.4%	9	7	77.8%
	Orangeburg-Calhoun	22	17	77.3%	21	20	95.2%	13	12	92.3%
	Piedmont Tech	22	17	77.3%	21	21	100%	23	23	100%
	Spartanburg Tech	21	17	81.0%	22	17	77.3%	19	13	68.4%
	Tech Coll of Low Ctry	11	10	90.9%	14	13	92.9%	23	21	91.3%
	Tri-County Tech	14	12	85.7%	15	15	100%	22	18	81.8%
	Trident Tech	41	35	85.4%	35	33	94.3%	40	37	92.5%
National Council Licensure Exam.-Registered Nurse (BSN)	Clemson	69	64	92.8%	76	67	88.20%	61	56	91.8%
	USC-Columbia	76	64	84.2%	96	78	81.3%	77	68	88.3%
	MUSC	88	72	81.8%	85	70	82.4%	83	73	88.0%
	Lander	27	26	96.3%	25	21	84.0%	35	28	80.0%
	SC State	12	8	66.7%	9	5	55.6%	1	0	0.00%
	USC-Spartanburg	57	43	75.4%	38	32	84.2%	87	71	81.6%
National Council Licensure Exam.-Registered Nurse (ADN)	USC-Aiken	47	38	80.9%	70	55	78.6%	60	51	85.0%
	USC-Spartanburg	31	28	90.3%	47	44	93.6%			
	USC-Lancaster / York Tech [2]	11	10	90.9%	28	27	96.4%	25	24	96.0%
	Central Carolina	42	42	100%	32	31	96.9%	36	35	97.2%
	Florence-Darlington	111	111	100%	102	81	79.4%	74	64	86.5%
	Greenville Tech	125	114	91.2%	87	76	87.4%	112	96	85.7%
	Horry-Georgetown	55	47	85.5%	36	34	94.4%	46	43	93.5%
	Midlands Tech	134	122	91.0%	117	102	87.2%	126	111	88.1%
	Orangeburg-Calhoun	39	33	84.6%	35	30	85.7%	40	39	97.5%
	Piedmont Tech	34	34	100%	43	41	95.3%	43	41	95.3%
	Tech Coll of Low Ctry	24	24	100%	28	25	89.3%	28	24	85.7%
	Tri-County Tech	55	51	92.7%	50	46	92.0%	34	32	94.1%
	Trident Tech	111	104	93.7%	80	78	97.5%	130	119	91.5%
	York Tech	25	23	92.0%	28	27	96.4%			
National Physical Therapist Licensing Exam. (PT)	MUSC	72	65	90.3%	94	80	85.1%	8	6	75.0%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2001-2002			2000-2001			1999-2000		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
National Physical Therapist Assistant Exam (PTA)	Greenville Tech	30	24	80.0%	30	24	80.0%	16	13	81.3%
	Midlands Tech	11	7	72.1%	10	10	100%	18	13	72.2%
	Trident Tech	9	7	77.8%	26	21	80.8%	24	20	83.3%
Neonatal Nurse Practitioner Exam.	MUSC	Scores not available at this time			6	6	100%	3	2	66.7%
North American Pharmacist Licensure Exam. (NAPLEX)	USC-Columbia	55	55	100%	35	34	97.1%	24	24	100%
	MUSC	26	26	100%	12	11	91.7%	49	47	95.9%
Nuclear Medicine Technology, ARRT	Midlands Tech	9	8	88.9%				7	7	100%
Nuclear Medicine Technology Certification Board Exam.	Midlands Tech	11	10	90.9%	6	5	83.3%	5	4	80.0%
Nurse Aid Competency Evaluation Program (NACEP)	Orangeburg-Calhoun	7	7	100%						
Occupational Therapy, Registered (OTR)	MUSC	32	29	90.6%	38	35	92.1%			
Physician Assistant National Certifying Exam.	MUSC	34	33	97.1%	36	36	100%	28	26	92.9%
NTE Professional Knowledge Exam	Clemson							215	212	98.6%
This test was not used	USC-Columbia							48	48	100%
after 2000-2001. Please refer	Citadel							29	26	89.7%
to the PLT Exams below.	Coastal Carolina							9	9	100%
	Coll. of Charleston							63	62	98.4%
	Francis Marion							27	27	100%
	Lander							23	22	95.7%
	SC State							32	31	96.9%
	USC-Aiken							25	24	96.0%
	USC-Spartanburg							67	67	100%
	Winthrop							167	152	91.0%
Praxis Series II: Principles of Learning & Teaching (K-6)[3]	Clemson	10	6	60.0%	11	10	90.9%	1	1	100%
	USC-Columbia	52	47	90.4%	111	103	92.8%	69	63	91.3%
These scores will not be	Coastal Carolina	3	3	100%	16	12	75.0%	30	23	76.7%
used for performance	Coll. of Charleston	26	20	76.9%	44	41	93.2%	2	2	100%
funding scoring in Year 6 or 7	Francis Marion	5	5	100%						
	Lander	3	3	100%	10	6	60.0%	12	7	58.3%
	SC State	12	4	33.3%						
	USC-Aiken	12	12	100%	6	3	50.0%	12	12	100.%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2001-2002			2000-2001			1999-2000		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
	USC-Spartanburg	42	36	85.7%	42	38	90.5%	6	5	83.3%
	Winthrop	89	76	85.4%						
Praxis Series II: Principles of Learning & Teaching (5-9)[3]	USC-Columbia	8	4	50.0%	5	3	60.0%	5	4	80.0%
These scores will not be	Coastal Carolina				1	0	0.00%	1	0	0.00%
used for performance.	Coll. of Charleston	1	0	0.0%	4	3	75.0%	6	6	100%
funding scoring in Years 5- 7	Lander	1	1	100%	1	1	100%	3	1	33.3%
	USC-Aiken							2	2	100%
	USC-Spartanburg				1	0	0.00%			
	Winthrop	5	4							
Praxis Series II: Principles of Learning & Teaching (7-12)[3]	Clemson	34	29	85.3%	7	7	100%	2	2	100%
These scores will not be	USC-Columbia	31	27	87.1%	84	67	79.8%	53	50	94.3%
used for performance.	The Citadel	10	10	100%	4	3	75.0%			
funding scoring in Year 7	Coastal Carolina				7	5	71.4%			
	Coll. Of Charleston	1	1	100%	5	4	80.0%			
	Francis Marion	1	1	100%	2	1	50.0%			
	Lander	2	2	100%	8	7	87.5%	5	4	80.0%
	SC State	7	5	71.4%						
	USC-Aiken	3	3	100%	18	16	88.9%	3	3	100%
	USC-Spartanburg	13	9	69.2%				3	3	100%
	Winthrop	45	39	86.7%	63	49	77.8%			
PRAXIS Series II: Subject Assessment/Specialty Area Tests[4]	Clemson	404	351	86.9%	475	403	84.8%	279	238	85.3%
	USC-Columbia	346	336	97.1%	409	394	96.3%	428	408	95.3%
	Citadel	137	107	78.1%	115	96	83.5%	106	85	80.2%
	Coastal Carolina	47	42	89.4%	75	60	80.0%	75	59	78.7%
	Coll. of Charleston	242	222	91.7%	343	304	88.6%	193	170	88.1%
	Francis Marion	136	109	80.1%	122	93	76.2%	128	97	75.8%
	Lander	91	81	89.0%	52	40	76.9%	99	89	89.9%
	SC State	125	100	80.0%	128	121	94.5%	54	47	87.0%
	USC-Aiken	131	117	89.3%	89	79	88.8%	81	73	90.1%
	USC-Spartanburg	126	102	81.0%	168	125	74.4%	109	97	89.0%
	Winthrop	289	266	92.0%	195	180	92.3%	293	262	89.4%
PRAXIS- Specialty Area (Speech-Language Path.)[4]	MUSC	11	10	90.9%	12	12	100%	8	8	100%
Radiography Exam., ARRT	Florence-Darlington	13	11	84.6%	10	10	100%	10	10	100%
	Greenville Tech	20	19	95.0%	17	15	88.2%	13	13	100%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2001-2002			2000-2001			1999-2000		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
	Horry-Georgetown	9	8	88.9%	9	7	77.8%	10	8	80.0%
	Midlands Tech	12	12	100%	13	13	100%	11	11	100%
	Orangeburg-Calhoun	8	8	100%	9	8	88.9%	10	8	80.0%
	Piedmont Tech				5	5	100%	9	8	88.9%
	Spartanburg Tech	6	6	100%	7	7	100%	10	10	100%
	Trident Tech	22	20	90.9%						
	York Tech	8	8	100%	8	8	100%	7	7	100%
Registered Health Information Technician (Formerly Accredited Record Technician)	Florence-Darlington	1	1	100%	10	3	30.0%	10	3	30.0%
	Greenville Tech	13	11	84.6%	9	6	66.7%	5	4	80.0%
	Midlands Tech	9	8	88.9%	13	13	100%	10	10	100%
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Clinical Simulation (previously known as "Respiratory Care Adv.-Clinical Simulation")	Florence-Darlington				14	14	100%	13	4	30.8%
	Greenville Tech	6	4	66.7%	2	1	50.0%	16	10	62.5%
	Midlands Tech	6	4	66.7%	1	1	100%	7	5	71.4%
	Piedmont Tech	3	3	100%				8	5	62.5%
	Spartanburg Tech	2	0	0.0%	1	1	100%	8	6	75.0%
	Trident Tech	1	1	100%						
Registry Exam. for Advanced Respiratory Therapy Practitioners (RRT) - Written Registry	Florence-Darlington							11	10	90.9%
	Greenville Tech	7	7	100%	1	1	100%	16	11	68.8%
	Midlands Tech	4	3	75.0%	3	3	100%	7	6	85.7%
	Piedmont Tech	3	2	66.7%				8	5	62.5%
	Spartanburg Tech							8	8	100%
South Carolina Board of Law Examination	USC-Columbia	177	162	91.5%	231	196	84.8%	219	170	77.6%
Cytotechnology (ASCP) *In 2001-2002,changed from "Specialist in Cytotechnology."*	MUSC	6	6	100%	5	5	100%	4	3	75.0%
SRTA Regional Exam. for Dental Hygienists	Florence-Darlington	15	15	100%	10	9	90.0%	12	11	91.7%
	Greenville Tech	19	19	100%	41	41	100%	19	19	100%
	Midlands Tech	25	23	92.0%	29	28	96.6%	20	20	100%
	Trident Tech	21	21	100%				13	13	100%
	York Tech	6	5	83.3%	7	6	85.7%	2	0	0.00%
State Board Dental Exam-SRTA Exam	MUSC	54	41	75.9%	61	49	80.3%	50	47	94.0%

Exams taken between April 1 and March 31 of year listed

Exam Title	Institution	2001-2002			2000-2001			1999-2000		
		# Tested	# Passing	% Passing	# Tested	# Passing	% Passing	# Tested	# Passing	% Passing
State Board Exam. for Dental Hygiene - SC Bd of Dentistry	Florence-Darlington				5	4	80.0%	1	1	100%
	Greenville Tech									
	Horry-Georgetown	14	13	92.9%						
	Midlands Tech							6	6	100%
	York Tech							15	15	100%
Surgical Technologist National Certifying Exam.	Central Carolina Tech	6	3	50.0%	4	3	75.0%	4	3	75.0%
	Florence-Darlington	5	5	100%	10	10	100%	8	8	100%
	Greenville Tech	4	3	75.0%	8	7	87.5%	3	3	100%
	Midlands Tech	1	1	100%	10	8	80.0%			
	Piedmont Tech							3	0	0.00%
	Spartanburg Tech	13	13	100%	10	9	90.0%	8	8	100%
	Tri-County Tech	1	1	100%	11	5	45.5%	7	6	85.7%
US Medical Licensing Exam. - Step I	USC-Columbia	71	70	98.6%	72	68	94.4%	71	64	90.1%
	MUSC	130	121	93.1%	132	119	90.2%	145	127	87.6%
US Medical Licensing Exam. - Step II	USC-Columbia	72	68	94.4%	71	70	98.6%	71	67	94.4%
	MUSC	137	125	91.2%	137	125	91.2%	138	126	91.3%
Veterinary Technician National Examination	Tri-County Tech	11	11	100%	13	12	92.3%	10	9	90.0%

[1] Northeastern Technical College was formerly Chesterfield-Marlboro Technical College
[2] Joint nursing program with USC Lancaster and York Tech
[3] These examinations make up Indicator 3E2a for Teaching Sector institutions.
[4] These examinations make up Indicator 3E2b for Teaching Sector institutions

National and South Carolina Pass Rates on Professional Examinations

The following table lists national and South Carolina pass rates of graduates and/or prospective graduates on professional and certification examinations. Data reported are generally derived from the same time frame as requested from the institutions – April 1 – March 31 – and have been compiled from agency reports to the CHE. For data that may have crossed over the April – March reporting period or for a change in exam title, a footnote is provided at the end of the table. Calendar year reports that do not correspond to the April – March timeframe are included in the April – December time period for the appropriate year (e.g. Jan.- June 1997 summary data are included in 1997-98 data). Some agencies do not maintain national or state pass rates and thus cannot report them to the CHE. In these cases, "NA" is listed. An empty space is left when an agency did not respond to CHE requests by the printing of this report. Each exam listed has been reported by state institutions at least once in the past. Some historical information has been updated to reflect verified data.

Table 7.4 - National and South Carolina Pass Rates on Professional Examinations
Source: Examination agencies' reports to CHE

Empty spaces indicate that no information was reported

	NA Indicates that pass rates are not available from reporting agency					
Exam Title	**2001-2002**		**2000-2001**		**1999-2000**	
	National	**SC[1]**	**National**	**SC[1]**	**National**	**SC[1]**
ACC National Certification Exam. In Nurse Midwifery	88%[2]	86%[2]	91%	83%	96%	100%
Accredited Record Technician	See Registered Health Information Technician					
Aircraft Maintenance-Airframe	94%	100%	93%	93%	94%	100%
Aircraft Maintenance-General	93%	100%	92%	96%	94%	100%
Aircraft Maintenance-Powerplant	93%	75%	93%	91%	94%	100%
American Bd. of Cardiovascular Perfusion Exam - Part I (PBSE)		100%	65%	100%	61%	75%
American Bd. of Cardiovascular Perfusion Exam - Part II (CAPE)		100%	86%	100%	83%	100%
American Nurses Credentialing Center National Exam - Acute Care Nurse Practitioner		100%		N/A	86%	100%
American Nurses Credentialing Center National Exam - Family Nurse Practitioner	79%	97%			88%	94%
American Nurses Credentialing Center National Exam - Gerontological Nurse Practitioner		100%				
Barbering	61%	100%	63%	41%	42%	100%
Certification Exam. for Entry Level Respiratory Therapy Practitioners (CRTT)		87%	0%	0%	56%	90%
Certified Dental Assistant			65%	88%	64%	76%
Certified Medical Assistant Exam.		70%	0%	0%	61%	51%
Certified Occupational Therapist Assistant (COTA)	83%	88%			88%	95%
Clinical Laboratory Scientist/Generalist, NCA (previously known "Medical Technology, NCA")		100%				
Cosmetology Examination	70%	80%	72%	66%		68%
Council on Certification of Nurse Anesthetists Exam.	91%	93%				100%
Emergency Medical Technician - NREMT Basic			69%	70%	73%	83%
Emergency Medical Technician - NREMT Intermediate		47%	65%	56%	66%	60%
Emergency Medical Technician - NREMT Paramedic		75%	72%	60%	76%	58%
Medical Laboratory Technician ASCP		93%			76%	85%
Medical Technologist ASCP		100%				
Multi-state Pharmacy Jurisprudence Exam (MPJE)		92%		94%		92%
National Board Dental Exam. Part I	91%	93%			93%	93%
National Board Dental Exam. Part II	92%	94%			94%	90%
National Board for Dental Hygiene Exam.	89%	97%			94%	90%
National Certification Board of Pediatric Nurse Practitioners and Nurses - Pediatric Nurse Practitioner (New Exam in 2001-02)		100%				

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Empty spaces indicate that no information was reported

NA Indicates that pass rates are not available from reporting agency

Exam Title	2001-2002		2000-2001		1999-2000	
National Council Licensure Exam - Practical Nurse	86%	91%	85%	93%	86%	90%
National Council Licensure Exam - Registered Nurse (ADN)	86%	93%		89%		90%
National Council Licensure Exam - Registered Nurse (BSN)		84%	84%	80%	85%	86%
National Physical Therapist Licensing Exam. (PT)	91%	90%	92%	90%	78%	75%
National Physical Therapist Licensing Exam. (PT Asst.)	71%	80%	74%	22%	71%	79%
Neonatal Nurse Practitioner Exam					87%	67%
North American Pharmacist Licensure Exam		100%		96%	93%	97%
Nuclear Medicine Technology ARRT	92%	89%	90%		93%	100%
Nuclear Medicine Technology Certification Bd. Exam.	90%	91%		83%		80%
Nurse Aid Competency Evaluation Program (NACEP)	85%	100%				
Occupational Therapy, Registered (OTR)	85%	91%		92%		95%
Physician Assistant National Certifying Exam. (PANCE)	88.3	97%	92%	100%	82%	93%
Praxis Series II: Subject Assessment/Specialty Area Tests		88%		88%		81%
Praxis Series II: Subject Assessment/Specialty Area Tests (Speech Path)		91%		100%		100%
Radiography Exam ARRT	88%	94%	88%	88%		94%
Registered Health Information Technician	90%	87%		69%	72%	68%
Registry Exam.-For Entry Respiratory Therapy Practitioners (CRTT)					56%	89%
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Clinical Simulation		67%		94%	50%	58%
Registry Exam. For Advanced Respiratory Therapy Practitioners (RRT) - Written Registry		86%		100%	78%	80%
SRTA Regional Exam. for Dental Hygienists		96%			94%	95%
South Carolina Board of Law Examination	N/A	92%	N/A	80%	N/A	78%
State Board Dental Exam.-SRTA Exam. (previously known "SC Board of Dentistry")	N/A	76%		80%	94%	94%
State Board Exam. For Dental Hygienists-SC Bd of Dentistry	N/A	96%		97%	73%	96%
Surgical Technologist National Certifying Exam		84%		85%	75%	85%
US Medical Licensing Exam. - Step I	91%	95%		92%	93%	88%
US Medical Licensing Exam. - Step II	95%	92%		94%	95%	92%
Veterinary Technician National Exam	84%	100%		92%	83%	90%

[1]Based on pass rates reported by public colleges.
[2]This is reported for 2001 calendar year.

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Overall Passing Percentage on Professional Examinations by Year for SC's Public Institutions

Table 7.5 - Percentage of students taking certification examinations who pass the examinations

Source: Institutional Effectiveness Reports

	Percent Passing Examinations taken from April 1 to March 31				Percent Change		
	2001-02	2000-01	1999-00	1998-99	2000-01 to 2001-02	1998-99 to 2001-02	1999-00 to 2000-01
Research Institutions							
Clemson	88.4%	89.6%	91.2%	90.6%	-1.2%	-2.2%	-1.6%
USC Columbia	94.4%	91.9%	90.9%	92.6%	2.5%	1.8%	1.0%
MUSC	90.4%	90.8%	90.4%	91.8%	-0.1%	-1.1%	0.4%
Teaching Institutions							
Citadel	78.1%	83.5%	82.2%	88.1%	-5.4%	-10.0%	1.3%
Coastal Carolina	89.4%	80.0%	79.1%	94.3%	9.4%	-4.9%	0.9%
College of Charleston	91.7%	88.6%	90.9%	91.0%	3.1%	0.7%	-2.3%
Francis Marion	80.1%	76.2%	80.0%	85.2%	3.9%	-5.1%	-3.8%
Lander	90.7%	79.2%	83.9%	88.9%	11.5%	1.8%	-4.7%
SC State	78.8%	92.0%	89.7%	86.4%	-13.2%	-7.6%	2.3%
USC Aiken	87.1%	84.3%	90.2%	93.8%	2.8%	-6.7%	-5.9%
USC Spartanburg	80.8%	79.4%	89.3%	88.0%	1.4%	-7.2%	-9.9%
Winthrop	92.0%	92.3%	90.0%	93.8%	-0.2%	-1.7%	2.3%
Two-year Branch Campuses							
USC Beaufort			N/A	N/A			
USC Lancaster	90.9%	96.4%	96.0%	100.0%	-5.5%	-9.1%	0.4%
USC Salkehatchie			N/A	N/A			
USC Sumter			N/A	N/A			
USC Union			N/A	N/A			
Technical Colleges							
Aiken	100.0%	100.0%	86.4%	76.9%	0.0%	23.1%	13.6%
Central Carolina	91.8%	91.7%	94.5%	89.8%	0.1%	2.0%	-2.8%
Denmark	80.0%	88.9%	68.4%	77.4%	-8.9%	2.6%	20.5%
Florence-Darlington	96.3%	84.0%	81.6%	91.5%	12.3%	4.8%	2.4%
Greenville	88.4%	86.5%	83.9%	79.9%	1.9%	8.5%	2.6%
Horry-Georgetown	87.5%	93.9%	87.1%	89.2%	-6.4%	-1.7%	6.8%
Midlands	91.4%	91.1%	87.3%	95.9%	1.0%	-3.8%	3.8%
Northeastern	70.6%	71.4%	77.8%	100.0%	-0.8%	-29.4%	-6.4%
Orangeburg-Calhoun	87.6%	77.9%	81.5%	92.6%	9.7%	-5.0%	-3.6%
Piedmont	88.6%	97.3%	87.3%	95.0%	-8.7%	-6.4%	10.0%
Spartanburg	82.1%	77.8%	89.5%	85.9%	4.3%	-3.8%	-11.7%
Tech Coll. of LowCountry	93.1%	91.1%	86.4%	98.3%	2.0%	-5.2%	4.7%
Tri-County	91.4%	88.7%	85.7%	89.9%	2.7%	1.5%	3.0%
Trident	90.9%	91.7%	90.8%	90.0%	-0.8%	0.9%	0.9%
Williamsburg	50.0%	100.0%	N/A	38.9%	-50.0%	11.1%	N/A
York	95.3%	94.0%	92.1%	96.7%	1.3%	-1.4%	1.9%

N/A – Institution had no students take an examination in this time frame.

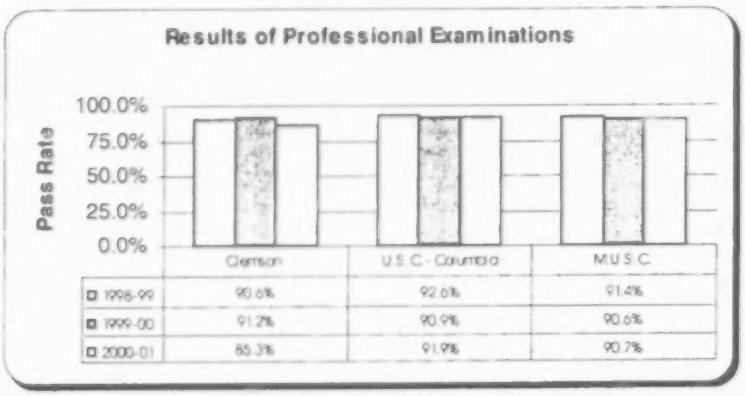
Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests

Indicator 7D, Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests, measures the overall percentage of students at an institution taking certification examinations who pass the examinations. The data are taken from the individual tests as reported by each institution and displayed in Table 7.3. Because of the wide variety in the number of students, programs and examinations across institutions as evident in Table 7.3, the reader is cautioned against making direct comparisons of the overall percentage passing across institutions.
Some historical information has been updated to reflect verified data. This chart does not include results from the PRAXIS PLT exams or from the DANBE.

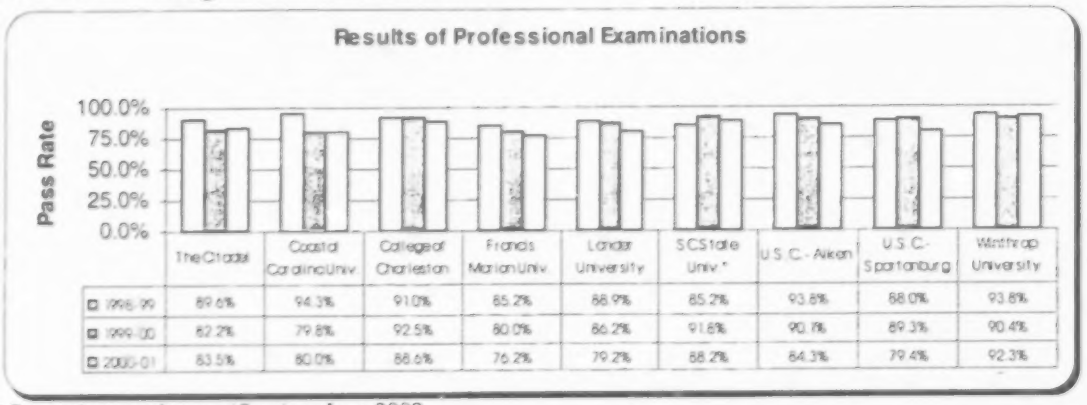
Figure 7.2 – Results of Professional Examinations used for Performance Funding Indicator 7D

The charts below indicate the Pass Rate used to determine Performance Funding scores earned by institutions on Indicator 7D for the 1999-2000, 2000-2001, and 2001-2002 performance years. Data for these performance years comes from the preceding April – March period.
The range for an "Achieves" for these institutions for Year 6 performance funding was 75-89%.

Research Institutions

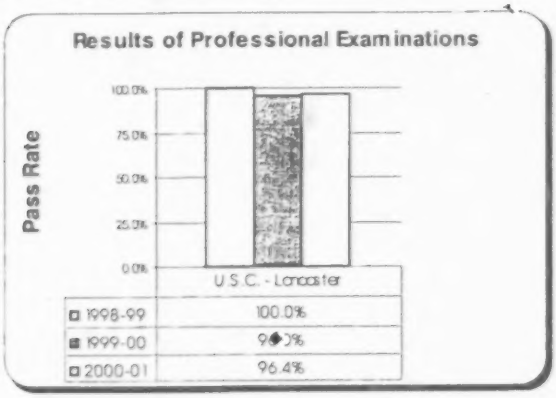


Four-Year Colleges and Universities



*Correction per data verification, June 2002

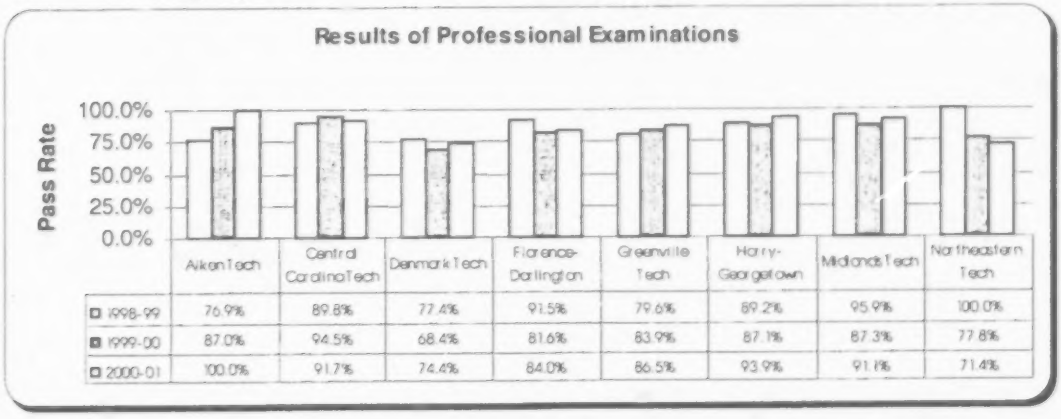
Two-Year Branch Campuses of USC



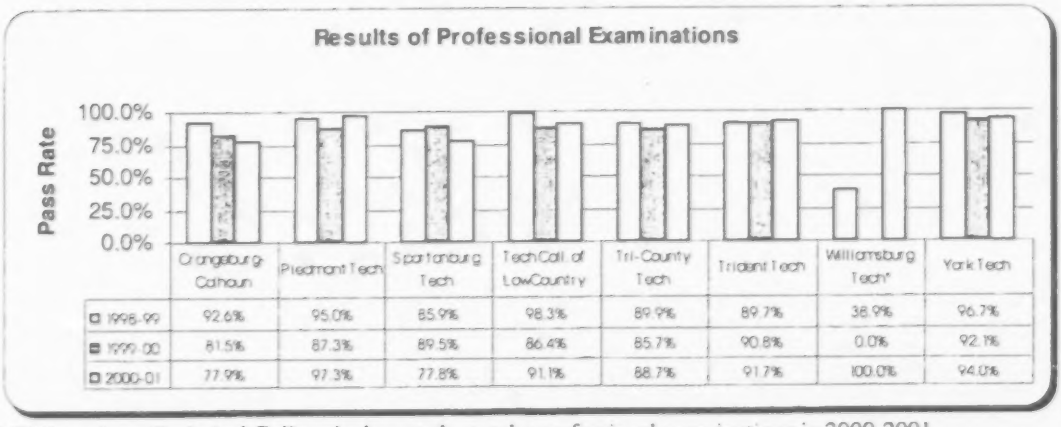
	U.S.C. - Lancaster
1998-99	100.0%
1999-00	90.2%
2000-01	96.4%

USC – Lancaster was the only one of the branch campuses to have programs in which students took professional examinations.

Technical College System



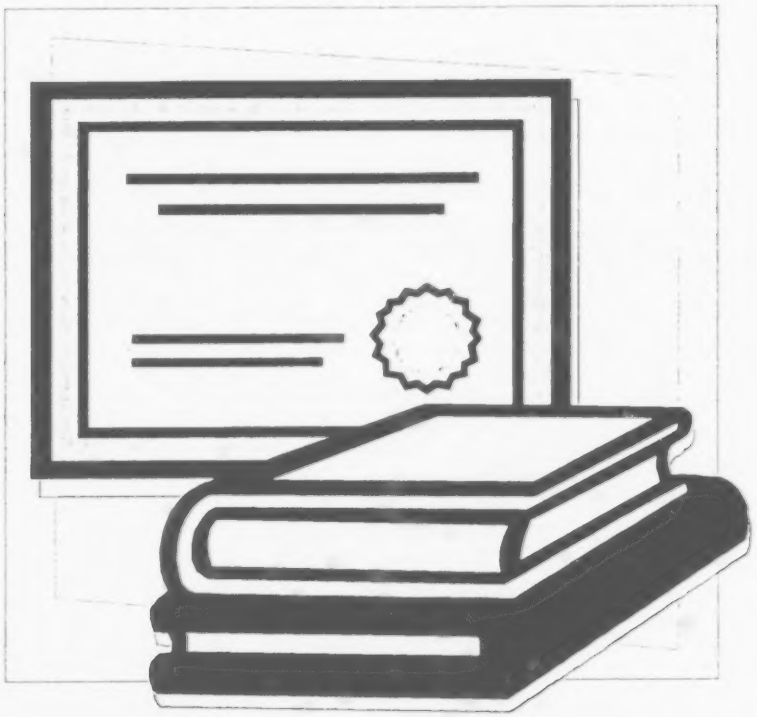
	Aiken Tech	Central Carolina Tech	Denmark Tech	Florence-Darlington	Greenville Tech	Horry-Georgetown	Midlands Tech	Northeastern Tech
1998-99	76.9%	89.8%	77.4%	91.5%	79.6%	89.2%	95.9%	100.0%
1999-00	87.0%	94.5%	68.4%	81.6%	83.9%	87.1%	87.3%	77.8%
2000-01	100.0%	91.7%	74.4%	84.0%	86.5%	93.9%	91.8%	71.4%



	Orangeburg-Calhoun	Piedmont Tech	Spartanburg Tech	Tech Coll. of LowCountry	Tri-County Tech	Trident Tech	Williamsburg Tech*	York Tech
1998-99	92.6%	95.0%	85.9%	98.3%	89.9%	89.7%	38.9%	96.7%
1999-00	81.5%	87.3%	89.5%	86.4%	85.7%	90.8%	0.0%	92.1%
2000-01	77.9%	97.3%	77.8%	91.1%	88.7%	91.7%	100.0%	94.0%

* Williamsburg Technical College had no students take professional examinations in 2000-2001.

Section 8
User-Friendliness of the Institution



USER-FRIENDLINESS OF THE INSTITUTION

The user-friendliness of institutions is evaluated through performance funding based and institutional effectiveness requirements mandated through Act 255 of 1992, as amended.

Table 8.1, "First-Time Undergraduate Transfers," summarizes transfer data for first-time, full-time undergraduate students from and to different types of institutions in the state. This information is reported in fulfillment of institutional effectiveness reporting requirements.

Table 8.2 "Enrollment by Race" displays minority enrollment for 1996 and 2001and the percent change over these years. The number of African-American students increased 20.3% and other Minority students increased 23.1% during the period displayed. Additional data on student enrollment and faculty are located in the CHE publication, "South Carolina Higher Education Statistical Abstract."

Performance Funding Indicator 8C – Accessibility to the Institutions of all Citizens of the State, has been defined such that institutions are measured each year on the percentage of undergraduate students who are South Carolina citizens who are minority; the annual retention of undergraduate students who are South Carolina citizens who are degree-seeking; the percent of minority graduate students enrolled; and the percent of minority faculty. Data for the past three years for these performance funding measures are found in figures 8.1 through 8.4.

Details for the measurement of performance funding indicators is accessible on the web in the annual Performance Funding Workbook.

Undergraduate Transfers

The following table summarizes transfer data for first-time, full-time undergraduate students over the past three years and shows that students continue to transfer among all sectors (public and private) and all levels (two- and four-year) of institutions. Looking at the most recent data from Fall 2001, the largest number of transfer students in the state are those who transfer from out-of-state institutions and come to South Carolina institutions (3,758). Over forty-one percent (41.5%) of these students (1,554) transfer to senior, public institutions and 36.5% (1,372) transfer to the state's technical colleges. The second largest transfer group (2,913) starts at the technical colleges with 55.2% (1,608) going on to senior, public institutions, 27.5% (800) going to another technical college, and 12.6% (360) going to a senior private institution.

Table 8.1 User-Friendliness of the Institution - First-Time, Full-Time Undergraduate Transfers

Source: CHEMIS Data

Table 8.1 - Source: CHEMIS Data

	NUMBER TRANSFERRING TO SOUTH CAROLINA'S:					
TRANSFERRING FROM:	Senior Public Institutions	2-Yr Regional Institutions	Technical Colleges	Senior Private Institutions	2-Yr Private Institutions	TOTAL
SC Public Senior Institutions						
Fall 1999	666	46	368	197	1	1,278
Fall 2000	699	70	999	107	2	1,877
Fall 2001	665	67	730	157	3	1,622
SC 2-Yr Regional Campuses						
Fall 1999	277	5	36	13	0	331
Fall 2000	375	5	94	11	1	486
Fall 2001	385	6	80	14	0	485
SC Technical Colleges						
Fall 1999	1,125	36	260	503	7	1,931
Fall 2000	1,552	106	616	273	5	2,552
Fall 2001	1,608	120	800	366	19	2,913
SC Private Senior Institutions						
Fall 1999	288	16	108	116	2	530
Fall 2000	296	34	337	98	3	768
Fall 2001	303	23	288	108	9	731
SC Private 2-Yr Colleges						
Fall 1999	79	2	33	26	0	140
Fall 2000	78	4	51	22	0	155
Fall 2001	58	1	38	14	0	111
SOUTH CAROLINA TRANSFER ACTIVITY						
Fall 1999	2,435	105	805	855	10	4,210
Fall 2000	3,000	219	2,097	511	11	5,838
Fall 2001	3,019	217	1,936	659	31	5,862

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Table 8.1 - Source: CHEMIS Data

	NUMBER TRANSFERRING TO SOUTH CAROLINA'S:					
	Senior Public Institutions	2-Yr Regional Institutions	Technical Colleges	Senior Private Institutions	2-Yr Private Institutions	TOTAL
TRANSFERRING FROM:						
Out-of-State						
Fall 1999	1,418	48	522	382	0	2,370
Fall 2000	1,466	144	1,440	580	7	3,637
Fall 2001	1,554	134	1,372	685	13	3,758
Foreign						
Fall 1999	60	26	0	0	0	86
Fall 2000	85	27	0	22	0	134
Fall 2001	76	23	0	10	0	109

Enrollment by Race

Headcount enrollment of African-American, Other Minority(i.e., all nonwhite students) and Total All Students is displayed for the years 1996 and 2001. The percent change in enrollment is computed for the five-year period. Additional data on enrollment in SC public institutions may be found on-line in the CHE "Higher Education Statistical Abstract for SC" at: http://www.che400.state.sc.us/web/stats.htm.

Table 8.2 Source: CHEMIS Data, 1996 and 2001

Percent Change in Minority Enrollment, Fall 1996 to Fall 2001

	Headcount Enrollment Fall 1996			Headcount Enrollment Fall 2001			Percent Change, Fall 1996 to Fall 2001		
INSTITUTION	Afr-Amer.	Other Minority[1]	Total Enrollment	Afr-Amer.	Other Minority[1]	Total Enrollment	% Change Afr-Amer.	% Change Other Minority[1]	% Change Total Enrollment
Research Universities									
Clemson	1,261	353	16,526	1,273	423	17,101	1.0%	19.8%	3.5%
USC-Columbia[2]	3,996	987	25,489	3,595	976	23,000	-10.0%	-1.1%	-9.8%
MUSC[2]	184	115	2,296	267	140	2,297	45.1%	21.7%	0.0%
Total, Research	**5,441**	**1,455**	**44,311**	**5,135**	**1,539**	**42,398**	**-5.6%**	**5.8%**	**-4.3%**
Four-Year Colleges and Universities									
Citadel	570	90	4,319	554	194	4,001	-2.8%	115.6%	-7.4%
Coastal Carolina	412	109	4,477	403	128	4,965	-2.2%	17.4%	10.9%
College of Charleston	939	284	10,921	1,024	315	11,617	9.1%	10.9%	6.4%
Francis Marion	995	50	3,722	1,070	63	3,513	7.5%	26.0%	-5.6%
Lander	522	32	2,722	513	35	2,710	-1.7%	9.4%	-0.4%
SC State	4,568	28	4,899	3,985	24	4,467	-12.8%	-14.3%	-8.8%
USC-Aiken	538	87	3,022	733	86	3,282	36.2%	-1.1%	8.6%
USC-Spartanburg	550	102	3,549	945	159	3,993	71.8%	55.9%	12.5%
Winthrop	1,114	110	5,402	1,484	146	6,306	33.2%	32.7%	16.7%
Total Public, Four-Year Coll. & Univ.	**10,208**	**892**	**43,033**	**10,711**	**1,150**	**44,854**	**4.9%**	**28.9%**	**4.2%**

Percent Change in Minority Enrollment, Fall 1996 to Fall 2001

INSTITUTION	Headcount Enrollment Fall 1996			Headcount Enrollment Fall 2001			Percent Change, Fall 1996 to Fall 2001		
	Afr-Amer.	Other Minority [1]	Total Enrollment	Afr-Amer.	Other Minority [1]	Total Enrollment	% Change Afr-Amer.	% Change Other Minority [1]	% Change Total Enrollment
Two-Year Institutions/Branches of USC									
USC-Beaufort	181	65	1,055	206	85	1,083	13.8%	30.8%	2.7%
USC-Lancaster	211	8	1,137	165	0	939	-21.8%	-100.0%	-17.4%
USC-Salkehatchie	295	7	794	328	12	830	11.2%	71.4%	4.5%
USC-Sumter	264	56	1,339	301	45	1,184	14.0%	-19.6%	-11.6%
USC-Union	63	5	332	71	0	382	12.7%	-100.0%	15.1%
Total Two-Year Inst. of USC	**1,014**	**141**	**4,657**	**1,071**	**142**	**4,418**	**5.6%**	**0.7%**	**-5.1%**
State Tech. and Comprehensive Educ. System									
Aiken	647	35	2,143	893	50	2,353	38.0%	42.9%	9.8%
Central Carolina	828	69	2,201	1,440	61	2,962	73.9%	-11.6%	34.6%
Denmark	853	3	915	1,291	0	1,401	51.3%	-100.0%	53.1%
Florence-Darlington	981	25	2,939	1,614	53	3,632	64.5%	112.0%	23.6%
Greenville	1,334	247	8,227	2,339	501	11,544	75.3%	102.8%	40.3%
Horry-Georgetown	548	52	3,236	893	82	4,106	63.0%	57.7%	26.9%
Midlands	3,092	320	9,728	3,168	343	9,874	2.5%	7.2%	1.5%
Northeastern	374	13	1,028	381	29	967	1.9%	123.1%	-5.9%
Orangeburg-Calhoun	854	20	1,760	1,154	0	2,020	35.1%	-100.0%	14.8%
Piedmont	1,029	37	3,264	1,624	53	4,544	57.8%	43.2%	39.2%
Spartanburg	515	55	2,557	939	139	3,366	82.3%	152.7%	31.6%
TCL	499	58	1,538	794	84	1,745	59.1%	44.8%	13.5%
Tri-County	352	64	3,296	465	63	3,773	32.1%	-1.6%	14.5%
Trident	2,079	406	9,400	2,899	483	10,461	39.4%	-85.2%	11.3%
Williamsburg	355	5	602	365	0	543	2.8%	-100.0%	-9.8%
York	712	102	3,528	991	152	3,700	39.2%	49.0%	4.9%
Total State Tech. System	**15,052**	**1,511**	**56,362**	**21,250**	**2,093**	**66,991**	**41.2%**	**38.5%**	**18.9%**
GRAND TOTAL	**31,715**	**3,999**	**148,363**	**38,167**	**4,924**	**158,661**	**20.3%**	**23.1%**	**6.9%**

[1] Includes American Indian or Alaskan Native, Asian or Pacific Islander, and Hispanic(non-white) racial/ethnic designations.

[2] Excludes medical and dental residents and interns

Accessibility to the Institution of All Citizens of the State

Performance Funding Indicator **8C – Accessibility to the Institution of All Citizens of the State**, has four sub-parts.

8C1 - The percent of undergraduate headcount students who are citizens of South Carolina who are minority according to federal reporting definitions and are enrolled at an institution. (Figure 8.1)

8C2 - The annual retention rate of minority, undergraduate students as defined in Part 1 of this measure, but limited to degree-seeking students. (Figure 8.2)

8C3 - The percent of headcount graduate students enrolled at an institution who are minority according to federal reporting definitions. (Figure 8.3) This part does not apply to two-year branches of USC and the technical colleges.

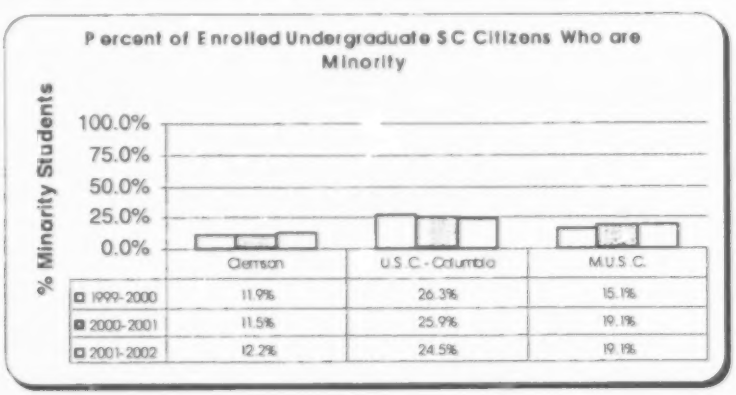
8C4 - The percent of headcount teaching faculty who are minority. (Figure 8.4)

All institutions are measured on this indicator. Standards of achievement were developed based on Census population data. Additional information on these measures, including specific scoring ranges for individual institutions for Indicator 8C, can be found either in the Performance Funding Workbook or in individual institutional Report Cards linked in Section 11.

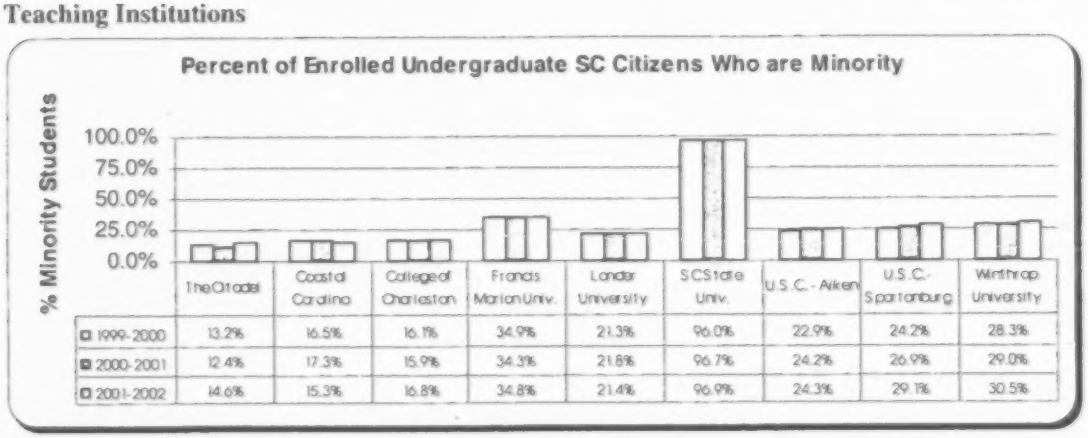
Figure 8.1 – 8C1, Percent of Headcount Undergraduate Students who are Citizens of SC who are Minority
Source: IPEDS

Research and Teaching Institutions, Fall 1999 – Fall 2001
In defining the standard for "Achieves" for the research and teaching institutions the state's population is considered. The standard set for these institutions in Year 6 is 75% to 100% of the overall state percentage of minority citizens above the age of 18, 28.7%, as estimated by the US Census Bureau in 1998. The range for "Achieves" for these institutions for Year 6 is 21% to 28%. Higher percentages score "Exceeds."

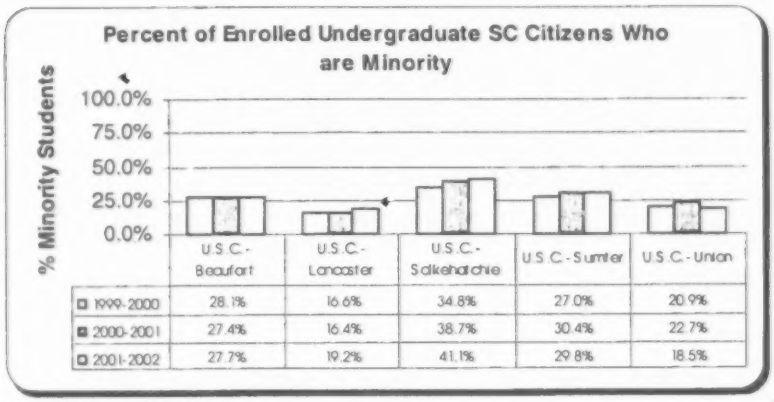
Research Institutions



Teaching Institutions

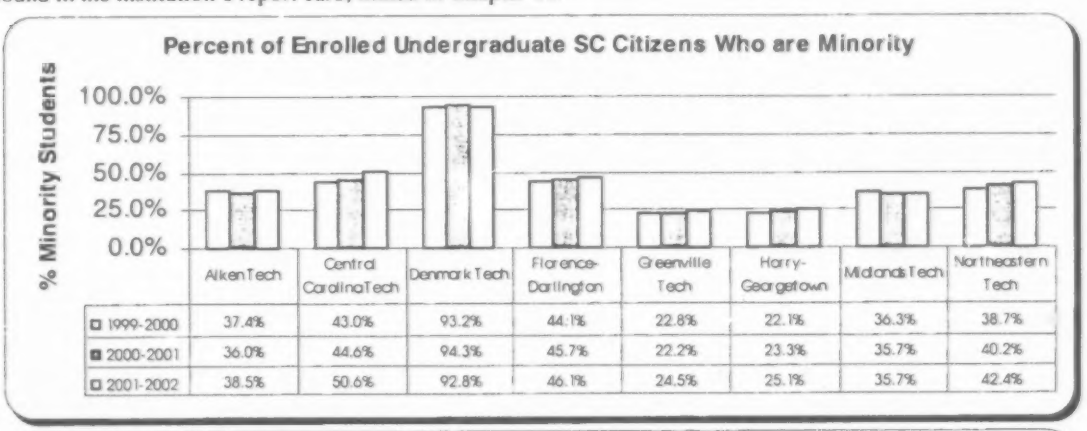


Two-Year Branches of USC, Fall 1999 – Fall 2001 The standard set for a score of "Achieves" for these institutions is defined by the percentage of minority citizens above the age of 18 in their service area, as estimated by the US Census Bureau in 1998. The range for "Achieves" for these institutions, based on being within 75% of the service area minority population percentage, is unique to each. As a result, institutional comparisons cannot be made based solely on this chart. Specific institutional standards on this indicator can be found in the institution's report card, linked in Chapter 11.

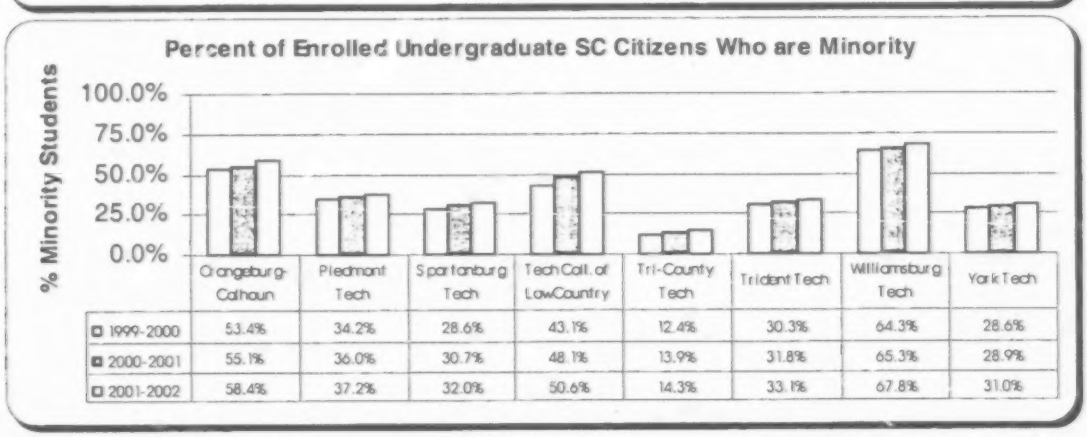


	U.S.C.-Beaufort	U.S.C.-Lancaster	U.S.C.-Salkehatchie	U.S.C.-Sumter	U.S.C.-Union
1999-2000	28.1%	16.6%	34.8%	27.0%	20.9%
2000-2001	27.4%	16.4%	38.7%	30.4%	22.7%
2001-2002	27.7%	19.2%	41.1%	29.8%	18.5%

Technical College System, Fall 1999 – Fall 2001 The standard set for a score of "Achieves" for these institutions is defined by the percentage of minority citizens above the age of 18 in their service area, as estimated by the US Census Bureau in 1998. The range for "Achieves" for these institutions, based on being within 75% of the service area minority population percentage, is unique to each. As a result, institutional comparisons cannot be made based solely on this chart. Specific institutional standards on this indicator can be found in the institution's report card, linked in Chapter 11.



	Aiken Tech	Central Carolina Tech	Denmark Tech	Florence-Darlington	Greenville Tech	Harry-Georgetown	Midlands Tech	Northeastern Tech
1999-2000	37.4%	43.0%	93.2%	44.1%	22.8%	22.1%	36.3%	38.7%
2000-2001	36.0%	44.6%	94.3%	45.7%	22.2%	23.3%	35.7%	40.2%
2001-2002	38.5%	50.6%	92.8%	46.1%	24.5%	25.1%	35.7%	42.4%

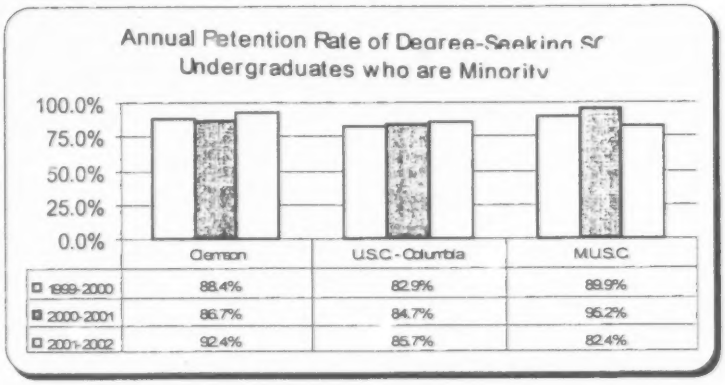


	Orangeburg-Calhoun	Piedmont Tech	Spartanburg Tech	Tech Coll. of LowCountry	Tri-County Tech	Trident Tech	Williamsburg Tech	York Tech
1999-2000	53.4%	34.2%	28.6%	43.1%	12.4%	30.3%	64.3%	28.6%
2000-2001	55.1%	36.0%	30.7%	48.1%	13.9%	31.8%	65.3%	28.9%
2001-2002	58.4%	37.2%	32.0%	50.6%	14.3%	33.1%	67.8%	31.0%

Figure 8.2 – 8C2, Retention of Minorities who are SC Citizens and Identified as Degree-Seeking Undergraduate Students

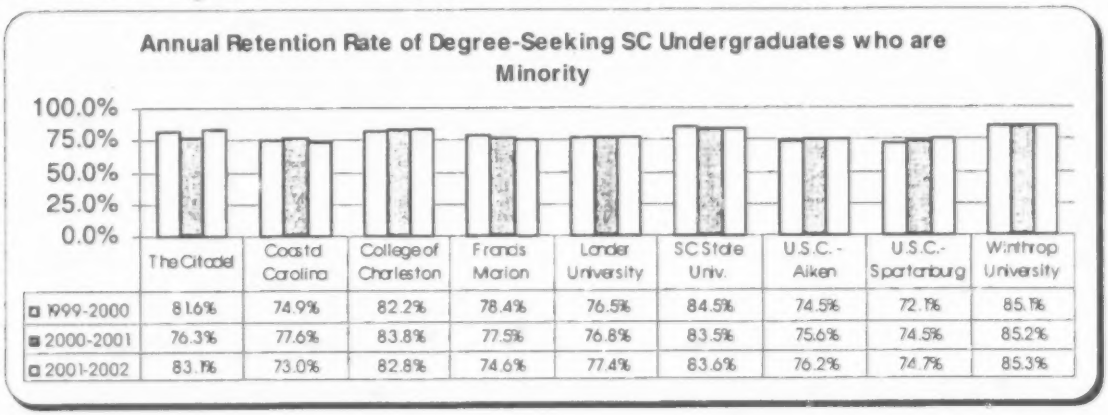
Source: IPEDS

Research Institutions, Fall 1999 – Fall 2001 The standard for these institutions for this measure is based on +/- 5% of the median overall student retention for all of the state's 4-yr institutions. A median retention rate of 83.0% is the reference and represents median retention of the 1998 cohort in Fall 1999 for SC's research and teaching universities. The range for a score of "Achieves" is 78.0 to 87.0%.



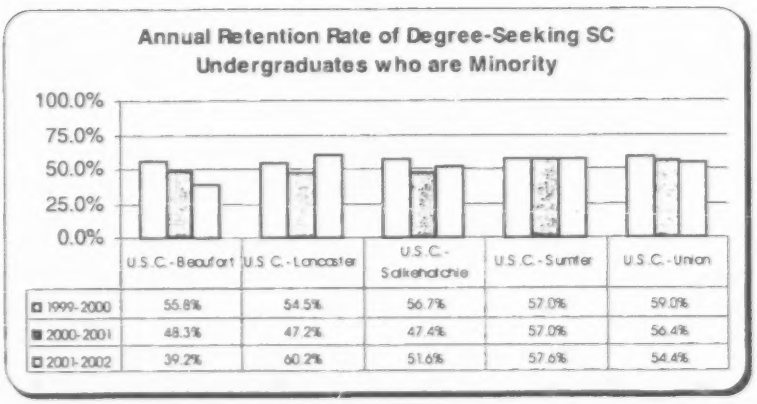
	Clemson	U.S.C.-Columbia	MUSC
1999-2000	88.4%	82.9%	89.9%
2000-2001	86.7%	84.7%	95.2%
2001-2002	92.4%	85.7%	82.4%

Teaching Institutions, Fall 1999 – Fall 2001 The standard for these institutions for this measure is based on +/- 5% of the median overall student retention of the state's teaching institutions. A median retention rate of 78.8% is the reference and represents median retention of the 1998 cohort in Fall 1999 for SC's teaching universities. The range for a score of "Achieves" is 74.0 to 82.0%.



	The Citadel	Coastal Carolina	College of Charleston	Francis Marion	Lander University	SC State Univ.	U.S.C.-Aiken	U.S.C.-Spartanburg	Winthrop University
1999-2000	81.6%	74.9%	82.2%	78.4%	76.5%	84.5%	74.5%	72.1%	85.1%
2000-2001	76.3%	77.6%	83.8%	77.5%	76.8%	83.5%	75.6%	74.5%	85.2%
2001-2002	83.1%	73.0%	82.8%	74.6%	77.4%	83.6%	76.2%	74.7%	85.3%

Two-Year Branch Campuses of USC, Fall 1999 – Fall 2001 The standard for these institutions for this measure is based on +/- 10% of the median overall student retention of the state's regional campuses. A median retention rate of 52.7% is the reference and represents median retention of the 1998 cohort in Fall 1999 for SC's region al campuses. The range for a score of "Achieves" is 47.0 to 57.0%.



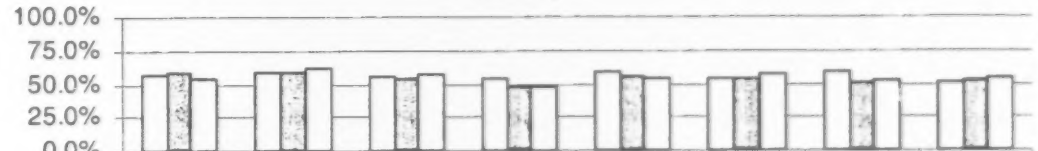
	U.S.C.-Beaufort	U.S.C.-Lancaster	U.S.C.-Salkehatchie	U.S.C.-Sumter	U.S.C.-Union
1999-2000	55.8%	54.5%	56.7%	57.0%	59.0%
2000-2001	48.3%	47.2%	47.4%	57.0%	56.4%
2001-2002	39.2%	60.2%	51.6%	57.6%	54.4%

Technical Colleges, Fall 1999 – Fall 2001 The standard for these institutions for this measure is based on +/- 10% of the median overall student retention of the state's technical campuses. A median retention rate of 55.4% is the reference and represents median retention of the 1998 cohort in Fall 1999 for SC's regional campuses. The range for a score of "Achieves" is 49.0 to 60.0%.

Annual Retention Rate of Degree-Seeking SC Undergraduates who are Minority

	Aiken Tech	Central Carolina Tech	Denmark Tech	Florence-Darlington	Greenville Tech	Horry-Georgetown	Midlands Tech	Northeastern Tech
1999-2000	50.0%	48.3%	54.3%	58.7%	53.2%	50.3%	52.5%	54.0%
2000-2001	50.9%	56.6%	52.5%	59.7%	51.3%	55.4%	51.9%	51.5%
2001-2002	52.9%	61.0%	54.6%	58.9%	58.5%	52.8%	53.8%	47.5%

Annual Retention Rate of Degree-Seeking SC Undergraduates who are Minority



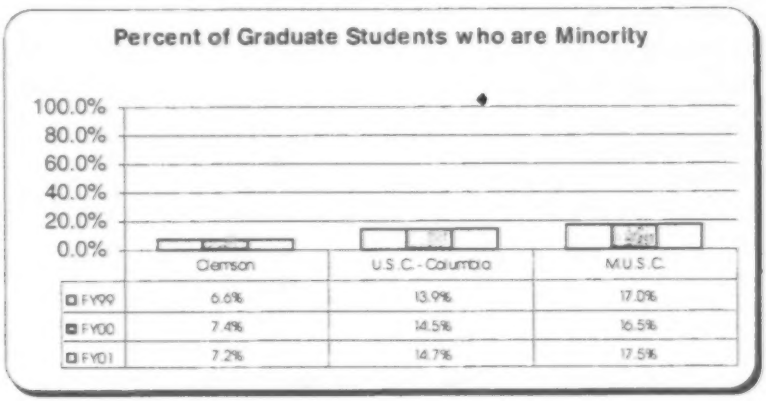
	Orangeburg-Calhoun	Piedmont Tech	Spartanburg Tech	Tech Coll. of Low Country	Tri-County Tech	Trident Tech	Williamsburg Tech	York Tech
1999-2000	56.5%	58.9%	55.8%	54.4%	59.0%	54.7%	59.2%	51.0%
2000-2001	58.8%	59.0%	54.7%	47.2%	56.3%	53.2%	51.1%	52.4%
2001-2002	54.5%	61.9%	57.2%	47.0%	54.2%	57.0%	52.6%	53.3%

Figure 8.3 – 8C3, Percent of Headcount Graduate Students Enrolled at the Institution who are Minority

Source: IPEDS

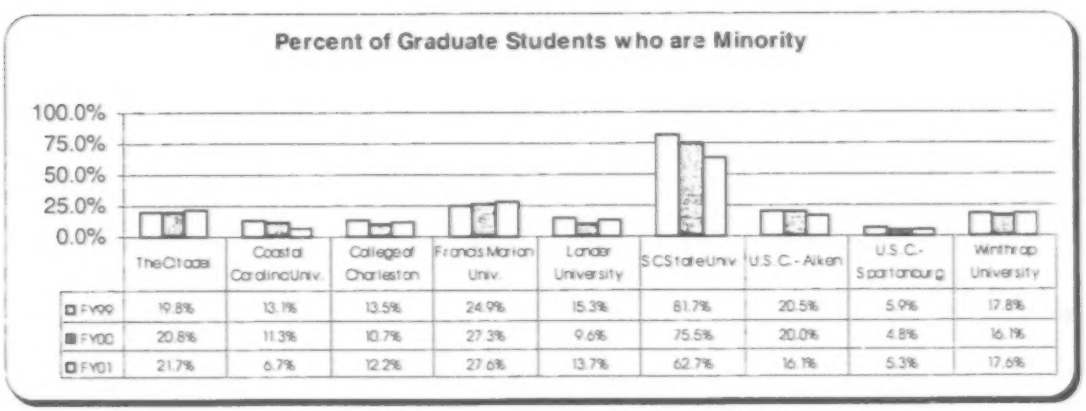
Research and Teaching Institutions, Fall 1999 – Fall 2001 –The standard for this indicator is based on being at or within +/- 10% of US minority population with baccalaureate degrees. The reference used is 12% US minority population based on 1990 census data, "Educational attainment of persons 25 yrs and older." The standard for a score of "Achieves" is 10 – 13 %. This part of Indicator 8C does not apply to the two-year branches of USC or the technical colleges.

Research



	Clemson	U.S.C. - Columbia	M.U.S.C.
FY99	6.6%	13.9%	17.0%
FY00	7.4%	14.5%	16.5%
FY01	7.2%	14.7%	17.5%

Teaching



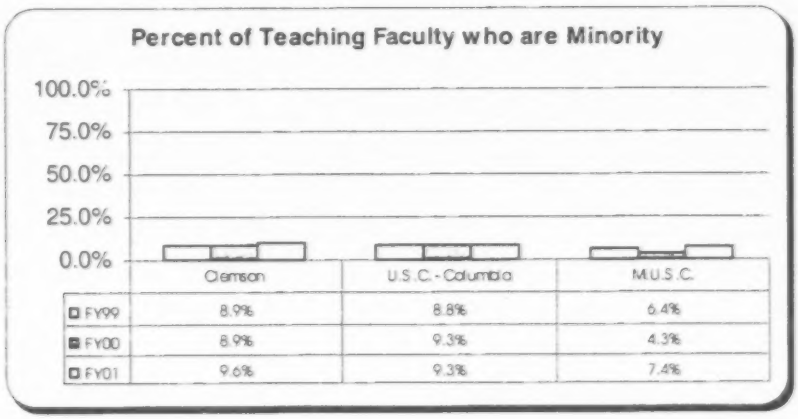
	The Citadel	Coastal Carolina Univ.	College of Charleston	Francis Marion Univ.	Lander University	SC State Univ.	U.S.C. - Aiken	U.S.C. - Spartanburg	Winthrop University
FY99	19.8%	13.1%	13.5%	24.9%	15.3%	81.7%	20.5%	5.9%	17.8%
FY00	20.8%	11.3%	10.7%	27.3%	9.6%	75.5%	20.0%	4.8%	16.1%
FY01	21.7%	6.7%	12.2%	27.6%	13.7%	62.7%	16.1%	5.3%	17.6%

Figure 8.4 – 8C4, Percent of Headcount Teaching Faculty who are Minority

Source: IPEDS

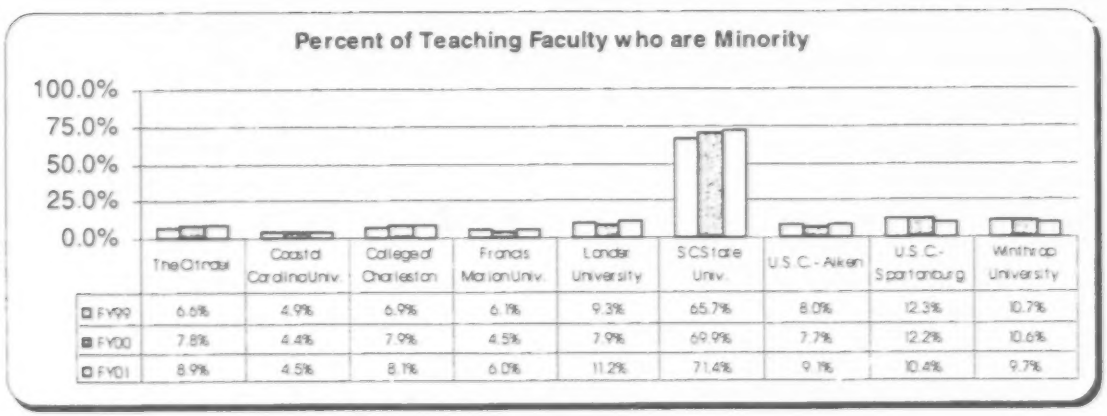
Research Institutions, Teaching Institutions, and Regional Campuses, Fall 1999 – Fall 2001
"Teaching faculty" includes all those except graduate students who teach one or more credit courses in the Fall schedule. The standard for these three sectors is based on being at or within +/- 10% of US minority population with graduate degrees. The reference used is 11.9% US minority population with master's and higher degrees based on 1990 census data, "Educational attainment of persons 25 yrs and older." The standard for a score of "Achieves" for all three of these sectors is 10 to 13%.

Research Institutions



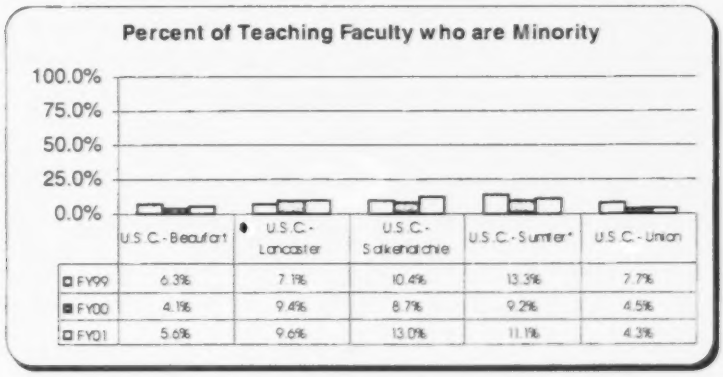
	Clemson	U.S.C. - Columbia	M.U.S.C.
FY99	8.9%	8.8%	6.4%
FY00	8.9%	9.3%	4.3%
FY01	9.6%	9.3%	7.4%

Teaching Institutions



	The Citadel	Coastal Carolina Univ.	College of Charleston	Francis Marion Univ.	Lander University	SC State Univ.	U.S.C. - Aiken	U.S.C. - Spartanburg	Winthrop University
FY99	6.6%	4.9%	6.9%	6.1%	9.3%	65.7%	8.0%	12.3%	10.7%
FY00	7.8%	4.4%	7.9%	4.5%	7.9%	69.9%	7.7%	12.2%	10.6%
FY01	8.9%	4.5%	8.1%	6.0%	11.2%	71.4%	9.1%	10.4%	9.7%

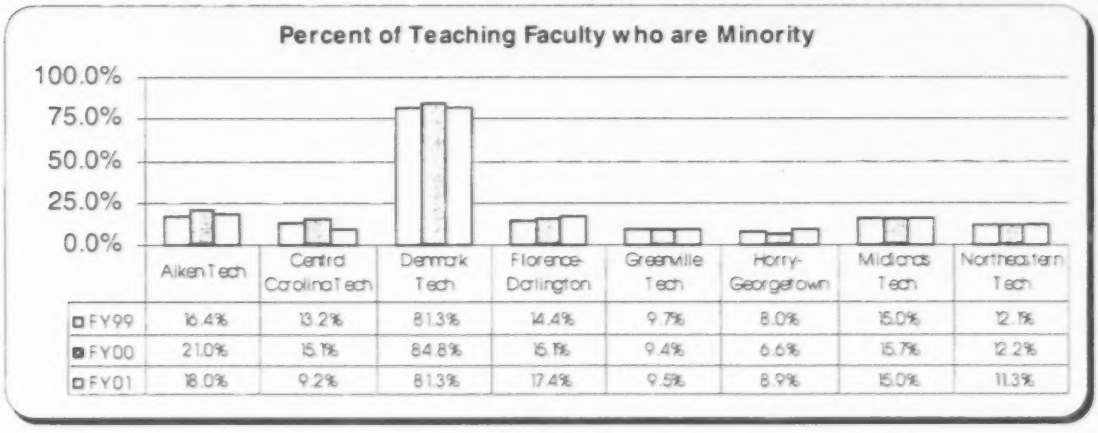
Regional Campuses of USC



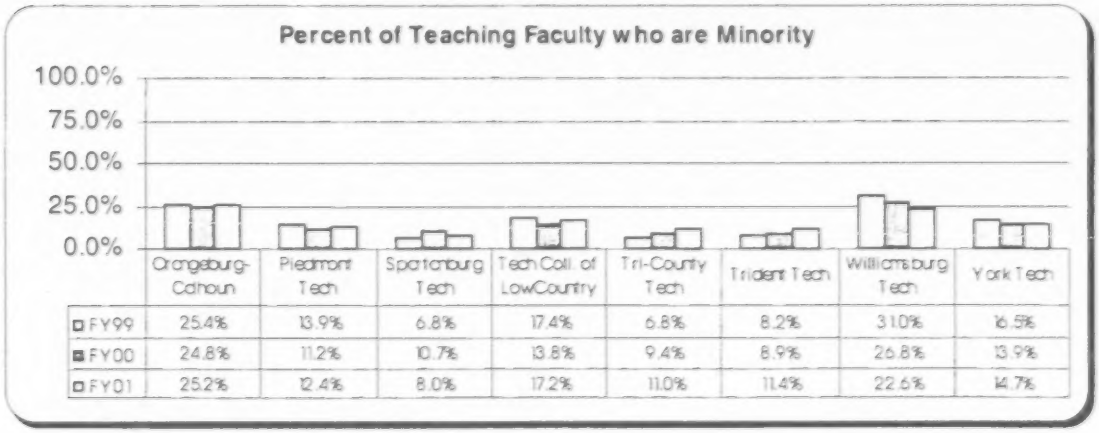
	U.S.C.-Beaufort	U.S.C.-Lancaster	U.S.C.-Salkehatchie	U.S.C.-Sumter*	U.S.C.-Union
FY99	6.3%	7.1%	10.4%	13.3%	7.7%
FY00	4.1%	9.4%	8.7%	9.2%	4.5%
FY01	5.6%	9.6%	13.0%	11.1%	4.3%

*In scoring these data for performance funding, the Commission recognized an appeal for special consideration based on additional data. See the institution's report card for additional details.

Technical Colleges – The standard for this indicator is based on being at or within +/- 10% of US minority population with baccalaureate degrees. The reference used is 12.0% US minority population based on 1990 census data, "Educational attainment of persons 25 yrs and older." The standard for a score of "Achieves" for this sector is 10 to 13%.



	Aiken Tech	Central Carolina Tech	Denmark Tech	Florence-Darlington	Greenville Tech	Horry-Georgetown	Midlands Tech	Northeastern Tech
FY99	16.4%	13.2%	81.3%	14.4%	9.7%	8.0%	15.0%	12.1%
FY00	21.0%	15.1%	84.8%	15.1%	9.4%	6.6%	15.7%	12.2%
FY01	18.0%	9.2%	81.3%	17.4%	9.5%	8.9%	15.0%	11.3%



	Orangeburg-Calhoun	Piedmont Tech	Spartanburg Tech	Tech Coll. of LowCountry	Tri-County Tech	Trident Tech	Williamsburg Tech	York Tech
FY99	25.4%	13.9%	6.8%	17.4%	6.8%	8.2%	31.0%	16.5%
FY00	24.8%	11.2%	10.7%	13.8%	9.4%	8.9%	26.8%	13.9%
FY01	25.2%	12.4%	8.0%	17.2%	11.0%	11.4%	22.6%	14.7%